Dec. 31, 1966

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) 223-9400
NEW YORK CITY
(212) LT 1-2360

For Further Information:
Howard Carroll or Mel Hayes

FOR RELEASE: 6 P.M. Saturday
Dec. 31, 1966

Local-State School Funds Show Significant Gains Despite Increase In Federal Aid To Education

WASHINGTON, D. C., Jan. 1--States and local districts have budgeted from their own revenue sources an estimated $1.8 billion more for public schools this year than last -- an increase of about 8 percent -- despite a rise in federal aid to education, the National Education Association disclosed today.

Total state revenues are about $10.7 billion, up 9.8 percent, and local revenues, $14 billion, an increase of 6.2 percent, according to NEA's Research Division. The figures are from Estimates of School Statistics, 1966-67 and include the 50 states and the District of Columbia.

According to preliminary estimates, total federal aid to elementary and secondary school systems will total $2.1 billion, up 12 percent.

All school figures in the report are record highs, except the number of school districts. These declined to a record low of 23,335 basic administrative units of which 21,697 actually operate schools.

Dr. William G. Carr, NEA executive secretary, said the increased appropriations by the states and localities reflect "a belief in the paramount importance of education in our democracy and our swiftly changing world, and a deep dedication to the continuing support of the public schools."

These favorable figures, Carr added, should help allay the fears of those who thought the states and communities might reduce their financial support in view of increasing federal assistance.

(More)

Total expenditures for public schools this year will be an estimated $27.8 billion, 9.3 percent more than in 1965-66. Included are $22.4 billion for current expenditures for elementary and secondary schools, $3.6 billion for capital outlay, $913 million for interest on school debt, and $862 million for other educational programs of local districts.

Expenditures for these "other"programs, such as adult education, community colleges, summer programs, services to private school pupils, community centers, and recreational programs, will be 23 percent more than last year. This rise is partly a reflection of federal involvement in these programs.

While school spending is going up, so is pupil enrollment and the number of classroom teachers.

Total fall enrollment of public school pupils was 42,987,000, almost a million more than last year. There were an estimated 27.1 million elementary pupils and 15.9 million in high school. There were about 1.8 million classroom teachers--996,000 in elementary schools and 763,000 in high schools.

School-age children (5-17) now make up more than one-fourth of the total U. S. population, compared to one-fifth in 1950.

The ratio of teachers to pupils again increased, continuing the pattern of recent years. The number of classroom teachers is 3.7 percent more than last year, while the total pupil enrollment is only 2.3 percent more.

The trend toward a greater proportion of male teachers also continued, with a growth of 4.1 percent in their ranks this year compared with 3.5 percent more women teachers. Estimated totals in elementary and high schools are: men, 557,000, and women, 1,202,000. Men make up about 32 percent of the teaching staff now; 10 years ago, 26 percent were men.

(More)

The number of school districts decreased 12.1 percent to an all-time low of 23,335. This reflected the consolidation trend of recent years, resulting in larger administrative and fiscal districts in order to provide more efficient, modern schooling. Thirty-five years ago there were 127,000 districts, 10 years ago there were 53,000.

The estimated number of high school graduates next spring will be 2,422,000, a modest increase of 2.7 percent. Two and three years ago, as the "baby boom" of 1946-47 passed through the high schools, graduates exceeded those of the previous year by more than 15 percent each year.

The average annual expenditure per pupil in average daily attendance has risen to $564, topping last year's figure by 7.4 percent.

More than 5 percent of the teachers still receive less than $4,500 a year, while about the same percent earns $9,500 or more. The average salary of elementary teachers this year is $6,609 and secondary school teachers, $7,095.

The average salary of all classroom teachers is $6,821, and instructional staff--teachers, principals, and other professionals, except superintendents--$7,119.

The average salary of instructional staff has increased 64 percent in 10 years. However, the gain in purchasing power, based upon Consumer Price Index figures, has been only 39 percent.

# # # #

NOTE: For press use only copies of "Estimates of School Statistics, 1966-67" are available from the Division of Press, Radio, and Television Relations, National Education Association, 1201 Sixteenth St., N.W., Washington, D.C. 20036. For other uses the volume may be purchased for $1.00 from Publication Sales at the above address. Payment must accompany orders of $2 or less. Please mention stock number 435-13302.

1/1/67

HIGHLIGHTS: 1966-67 and 1965-66 ESTIMATES

Statistics of public elementary and secondary school systems

	School year		Change	
	1966-67	1965-66	Amount	Percent
Basic administrative units:				
Total school districts	23,335	26,561	-3,226	-12.1%
Operating school districts	21,697	23,998	-2,301	-9.6
Nonoperating school districts	1,638	2,563	-925	-36.1
Pupil enrollment:				
Fall--Total	42,986,514	42,018,433	+968,081	+2.3
Elementary	27,122,540	26,635,520	+487,020	+1.8
Secondary	15,863,974	15,382,913	+481,061	+3.1
Cumulative--Total	44,593,856	43,577,098	+1,016,758	+2.3
Elementary	28,183,996	27,672,348	+511,648	+1.8
Secondary	16,409,860	15,904,750	+505,110	+3.2
Average daily membership	42,444,661	41,497,034	+947,627	+2.3
Average daily attendance	39,805,427	38,904,661	+900,766	+2.3
Number of high-school graduates	2,421,666	2,358,859	+62,807	+2.7
Instructional staff	1,939,619	1,867,890	+71,729	+3.8
Classroom teachers:				
Total	1,759,236	1,696,562	+62,674	+3.7
Elementary school	996,031	962,403	+33,628	+3.5
Secondary school	763,205	734,159	+29,046	+4.0
Men teachers	557,310	535,294	+22,016	+4.1
Women teachers	1,201,926	1,161,268	+40,658	+3.5
Average annual salaries:				
Instructional staff	$7,119	$6,786	+$333	+4.9
All classroom teachers	6,821	6,485	+ 336	+5.2
Elementary-school teachers	6,609	6,279	+ 330	+5.3
Secondary-school teachers	7,095	6,761	+ 334	+4.9
Receipts (in thousands):				
Total revenue and nonrevenue receipts	$30,194,908	$27,974,203	+$2,220,705	+7.9
Revenue receipts by source:				
Total	26,821,486	24,819,832	+ 2,001,654	+8.1
Federal	2,148,908	1,914,759	+ 234,149	+12.2
State	10,689,559	9,734,866	+ 954,693	+9.8
Local, intermediate, and other	13,983,019	13,170,207	+ 812,812	+6.2
Nonrevenue receipts	3,373,422	3,154,371	+ 219,051	+6.9
Expenditures (in thousands):				
Total expenditures	$27,762,098	$25,391,254	+$2,370,844	+9.3
Current expenditures for elementary and secondary day schools	22,434,237	20,429,086	+ 2,005,151	+9.8
Current expenditures for other programs (community services, community colleges, adult education, etc.) when operated by local school districts	862,218	700,569	+ 161,649	+23.1
Capital outlay	3,553,110	3,416,065	+ 137,045	+4.0
Interest on school debt	912,533	845,534	+ 66,999	+7.9
Current expenditure for elementary and secondary day schools per pupil:				
In average daily membership	$529	$492	+$37	+7.5
In average daily attendance	564	525	+ 39	+7.4

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

December 30, 1966

Memorandum To: State Journal Editors

Subject: Press Release on NEA*SEARCH

The enclosed press release dealing with the establishment of a nationwide computer-based system for matching job applicants and vacancies in the teaching profession is being distributed for release on Monday, January 16, 1967, to state education journals and other educational publications with early deadlines. It is anticipated that this story will attract widespread national attention because of the potential major role the project can play in easing the teacher shortage.

You have probably already received a previous communication on the teacher talent search program from Mr. Elmer S. Crowley, administrative director of the National Council of State Education Associations. That communication includes a feature story written by Dr. Cecil J. Hannan, NEA assistant executive secretary for Professional Development and Welfare, and is entitled--A New Teacher Job Referral Service--By Computer; and was distributed exclusively to editors of state association publications on December 27.

Since the enclosed press release is being given wider distribution, including such monthly magazines as McCall's, Redbook, Changing Times and other national monthly magazines with a keen interest in education, we are sending it along for use at your discretion.

A last word. You will please note that the project is dubbed--NEA*SEARCH, which was changed from ACCESS as noted in a memo on December 27 by Dr. George Arnstein, project director.

Sincerely,

Howard J. Carroll

Howard J. Carroll
Assistant Director
Division of Press, Radio, and
Television Relations

National Education Association

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1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

December 28, 1966

Memorandum to: State Public Relations Directors
and State Journal Editors

Subject: Opening of new NEA Regional Office in Englewood, Colorado.

A press release announcing the appointment of Kenneth I. Jonson to head the new NEA Regional Office in Engelwood, Colorado, was distributed December 9, 1966.

At that time, it was announced that Mr. Jonson would assume his duties in Englewood on January 2, 1967. However, the press of duties in closing out his work as NEA Regional Director of the North Central Office in St. Paul, Minnesota, will not make it possible for Mr. Jonson to take up his new position until February 1, 1967.

I would also like to take this opportunity to call to your attention additional biographical material that was not included in the December 9th press release concerning Mr. Jonson. You may want to use it for further reference.

In addition to his bachelor's degree, with a major in speech at the University of Iowa, Mr. Jonson received his master's degree, majoring in Journalism, at the University of Minnesota where he recently completed classwork toward his Ph. D. in the fields of public relations, labor history, and industrial relations.

Mr. Jonson has interned in group dynamics and leadership training at the National Training Laboratories at Bethel, Maine. He is a member of Sigma Delta Chi, professional journalism society, and Oi Delta Kappa, professional fraternity for men in education. He was one of the founders of NEFSA, National Education Field Service Association.

Sincerely,

Howard Jarroll

Howard J. Carroll, Assistant Director
Division of Press, Radio, and
Television Relations

National Education Association

JOINT COMMITTEE WITH MAGAZINE PUBLISHERS ASSOCIATION

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036

December 21, 1966

Memorandum to: Presidents of
State Education Associations

With the enthusiastic endorsement of several State Education Association officers and staff members who attended the recent New York City seminar on "Who Controls American Education?" I am mailing to you a portfolio of speeches made during the one-day meeting sponsored by the Joint Committee of the National Education Association and the Magazine Publishers Association.

This seminar, fifth in a series on major educational issues held under the aegis of the Joint Committee in the past few years, drew more magazine writers, editors and news reporters than any earlier meeting. And because of a limit of space and facilities it was necessary to turn away some 150 educators who wished to attend!

The success of this seminar and other work of the Joint Committee have helped to further cement the excellent relationships now existing between the communities of education and national magazines.

We believe you will find personally useful and interesting the provocative and significant points of views expressed by the speakers on this controversial issue of "Who Controls American Education?"

Cordially yours,

Irvamae Applegate

Irvamae Applegate
President

NEA REPRESENTATIVES: CARROLL F. JOHNSON, Co-Chairman, Superintendent of Schools, White Plains, New York; NELLE A. COLEY, Classroom Teacher, Greensboro, North Carolina; EARL H. HANSON, Superintendent of Schools, Rock Island, Illinois (Ret.); MABEL GISZCZAK MATTHEWS, Assistant Principal, Sherrill Elementary School, Detroit; FLORA RESER, Classroom Teacher, Raytown, Missouri. MPA REPRESENTATIVES: ALLAN MORRISON, Co-Chairman, New York City Editor, **Ebony**; WILLIAM B. ARTHUR, Editor, **Look** Magazine, New York City; JAMES CASS, Education Editor, **Saturday Review Education Supplement**, New York City; SEY CHASSLER, Editor, **Redbook**, New York City; JOHN B. DANBY, Managing Editor, **Good Housekeeping**, New York City.

National Education Association

JOINT COMMITTEE WITH MAGAZINE PUBLISHERS ASSOCIATION

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036

MEMORANDUM TO:

As we promised, we are mailing you a portfolio of the two major speeches and four vignettes delivered during the recent New York City seminar on "Who Controls American Education?" sponsored by the Joint Committee of the National Education Association and the Magazine Publishers Association.

From the comments we heard after the meeting, we think you will agree that every one of the speeches provided a timely and significant perspective on this controversial topic. We hope you find the portfolio a useful and interesting reference.

Cordially yours,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

NEA REPRESENTATIVES: CARROLL F. JOHNSON, Co-Chairman, Superintendent of Schools, White Plains, New York; NELLE A. COLEY, Classroom Teacher, Greensboro, North Carolina; EARL H. HANSON, Superintendent of Schools, Rock Island, Illinois (Ret.); MABEL GISZCZAK MATTHEWS, Assistant Principal, Sherrill Elementary School, Detroit; FLORA RESER, Classroom Teacher, Raytown, Missouri. MPA REPRESENTATIVES: ALLAN MORRISON, Co-Chairman, New York City Editor, **Ebony**; WILLIAM B. ARTHUR, Editor, **Look** Magazine, New York City; JAMES CASS, Education Editor, **Saturday Review Education Supplement**, New York City; SEY CHASSLER, Editor, **Redbook**, New York City; JOHN B. DANBY, Managing Editor, **Good Housekeeping**, New York City.

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1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036

December 21, 1966

MEMORANDUM TO: Executive Secretaries,
State Education Associations

With the enthusiastic endorsement of your colleagues in state association work who attended the recent New York City Seminar on "Who Controls American Education?" we are mailing you a portfolio of speeches made during the one-day meeting sponsored by the Joint Committee of the National Education Association and the Magazine Publishers Association.

This seminar, fifth in a series on hot educational issues held under the aegis of the Joint Committee in the past few years, drew more magazine writers, editors, and news reporters than any earlier meeting. And we were forced to turn away some 150 educators who wished to attend!

This suggests to us that the topic is one you might wish to consider in planning your own meetings -- especially if you seek good coverage by media.

At any rate, we believe you will find the points of view expressed in the seminar speeches provide timely and significant insights on this controversial topic.

Cordially yours,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

NEA REPRESENTATIVES: CARROLL F. JOHNSON, Co-Chairman, Superintendent of Schools, White Plains, New York; NELLE A. COLEY, Classroom Teacher, Greensboro, North Carolina; EARL H. HANSON, Superintendent of Schools, Rock Island, Illinois (Ret.); MABEL GISZCZAK MATTHEWS, Assistant Principal, Sherrill Elementary School, Detroit; FLORA RESER, Classroom Teacher, Raytown, Missouri. MPA REPRESENTATIVES: ALLAN MORRISON, Co-Chairman, New York City Editor, **Ebony**; WILLIAM B. ARTHUR, Editor, **Look** Magazine, New York City; JAMES CASS, Education Editor, **Saturday Review Education Supplement**, New York City; SEY CHASSLER, Editor, **Redbook**, New York City; JOHN B. DANBY, Managing Editor, **Good Housekeeping**, New York City.

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1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
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December 21, 1966

MEMORANDUM TO: Chief Editorial Writers

We enclose for your use and reference a portfolio of speeches on what has become a most controversial issue: "Who Controls American Education?"

These provocative points of view on the issue were expressed by a college dean, a school superintendent, a classroom teacher, a school board member, a minority group leader, and an official of the U. S. Office of Education at a one-day seminar sponsored December 7, 1966 in New York City by the Joint Committee of the National Education Association and the Magazine Publishers Association.

We hope the portfolio of speeches may provide useful background and insights on an issue which affects every American.

Cordially yours,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

National Education Association

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1201 SIXTEENTH STREET, N.W.
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December 20, 1966

MEMORANDUM TO: State Journal Editors

SUBJECT: Correction On December 19th Story on Title I Funds

The press release dealing with Title I funds in the Elementary and Secondary School Act of 1965 has a typographical error on Page 2, second line.

Beginning with the sentence (The regional), please change to (The original).

Thank you and I regret the error.

Sincerely,

Howard Carroll

Howard Carroll
Division of Press, Radio, and
Television Relations

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For Further Information:
Howard Carroll or Mel Hayes

12/19/66

FOR IMMEDIATE RELEASE

NEA Backed Federal Aid Funds
Could Result in $_____
To the State of _____

WASHINGTON, D. C.--The State of _____ could receive an estimated $_____ in federal funds in fiscal 1967 to improve education for children of low-income families and other deprived children under amendments to Title I of the Elementary and Secondary Education Act of 1965.

State allocations for two new categories are included in the estimates issued recently by the U. S. Office of Education. These include $_____ for children of migratory workers and $_____ for neglected children and juvenile delinquents in state-operated institutions.

Estimated state allocation for education programs for low income and handicapped children will be $_____. The remaining $_____ of the state allocation will be for administration.

In commenting on the new estimates, William H. Hebert, chairman of the National Education Association's Legislative Commission, said the NEA provided substantial leadership in obtaining a two-year extension of the program.

"Many NEA representatives appeared before Congressional committees and urged an extension beyond one year," said Hebert, who is also executive secretary of the Massachusetts Teachers Association. "The extension paves the way for appropriations to be made earlier in 1967 and 1968, than in previous years," he explained.

Total estimated appropriation for the nation under Title I is $1.05 billion--$95 million more than for fiscal year 1966. About $12 million is for the two new categories --$7.05 million for migratory children and $4.94 million for neglected children and juvenile delinquents in state-operated institutions.

(More)

NOTE TO EDITOR:
Please fill in appropriate figures for your state from the attached sheet.

Approximately $5 million also is available this year for programs for American Indian children attending federal Bureau of Indian Affairs schools. The regional Title I programs, which serve millions of other children from low-income families and handicapped children, will get the balance of the appropriation. No state will receive less this year than it actually spent last year, according to present estimates.

About 325,000 deprived children, not covered under the older categories, can be served under new programs. Included are 170,000 children of migrant families, 60,000 neglected children in state-operated institutions, 50,000 juvenile delinquents, and 48,000 American Indians attending federal schools.

Range of the estimated state grants for migratory children is from $1.71 million in Texas to $457 in Vermont, with Alaska, Hawaii, Rhode Island, District of Columbia, and "outlying parts" of the United States not sharing at all. Amounts for programs for neglected children and juvenile delinquents range from about $870,000 in New York to $7,700 in Nevada.

Since Title I allocations cover project costs through next August 31, summer programs can be included.

Title I regulations are being reviewed by state department of education officials and other persons concerned with areas of possible conflict, such as the church-state issue. The final revision, expected about Jan. 1, will explain in more detail the participation of nonpublic school children in the program.

The revision will also include guidelines for handling complaints. State departments of education will serve as arbitrator in disputes, and the U.S.O.E., which is to be informed of decisions, will act as an "impartial referee," according to Commissioner Harold Howe II.

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12/19/66

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FOR IMMEDIATE RELEASE

NEA Announces Legislative
Program for 90th Congress

WASHINGTON, D.C., December 19--The National Education Association, in announcing its legislative program for the 90th Congress, said today it will strongly support amendment of the federal income tax regulations concerning deductions for teachers' educational expenses.

William H. Hebert , chairman of the NEA Legislative Commission, explained that the NEA will seek legislation enumerating tax-deductible expenses when incurred by teachers in improving their professional skills. Although the Internal Revenue Service withdrew its July 1966 proposals, which would have significantly limited such deductions, there still is urgent need for legislative clarification, Hebert emphasized.

The NEA will also seek Congressional approval for teachers to deduct educational expenses from gross income on federal income tax returns, rather than listing them with other deductions.

Hebert, who is also executive secretary of the Massachusetts Teachers Association, said:

"We firmly believe that teachers who use their own limited funds to improve themselves should be able to deduct such expenses. This should be true even if they incur these expenses voluntarily and the courses carry academic credit and lead to salary increases or promotion. Such a national policy can help combat teacher shortages and improve the quality of education by attracting and holding quality teachers."

The IRS proposals of last summer would have, in general, prohibited deductions for education courses from which the teacher would personally profit.

(More)

The tax deduction issue is part of an 11-point program outlined at a National Conference on Federal Legislation sponsored by the Legislative Commission at the NEA headquarters here last weekend. About 120 NEA representatives from all 50 states attended.

The million-member teacher organization will also back Home Rule for the District of Columbia.

A. L. Gallop, commission vice chairman and executive secretary of the Minnesota Education Association, noted that "this is a serious problem in the nation's capital--a problem that cannot be solved by the District of Columbia alone." Of major interest to the NEA in the Home Rule issue is local control of education, including popular election of school boards.

Although the NEA Commission expressed approval of the National Teacher Corps' goal to provide quality educational programs for culturally disadvantaged children in the major cities, it concluded that further study of the Corps' purposes and problems will be necessary before the specific nature of NEA legislative support can be determined, Hebert said.

The NEA will also support legislation to:

- Provide Medicare services for teachers not now covered by Social Security. This would affect about 750,000 teachers in the nation.
- Establish a foundation program that would lift teacher salaries to a national minimum level in low-income areas.
- Provide funds for a broad school construction program for public elementary and secondary schools.
- Provide judicial review to determine the constitutionality of federal programs that supply public funds for non-public educational purposes.

(More)

- Extend and expand the National Defense Education Act, particularly by including school health and physical education.
- Amend the copyright laws to allow teachers "fair use" of copyrighted materials when used for instructional purposes.
- Remove the per-pupil cost figure in the appropriations bill for Department of Defense Overseas Dependent Schools, so they can be operated more effectively.

The Commission also noted that if the Congress develops a tax-sharing program, such as the "Walter Heller type of trust fund" which would return some federal tax revenue to the states, the NEA will urge that some of this money be earmarked for public education.

The new legislative program is based upon the platform and resolutions adopted by the NEA Representative Assembly last July in Miami Beach, Fla.

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12/19/66

Dec. 19, 1966

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For Further Information:
Pat Clarke

12/14/66

FOR IMMEDIATE RELEASE

Ralph McGill Named Chairman of
School Board Awards Program

WASHINGTON, D. C.--Publisher Ralph McGill will chair the panel of judges in the 1967 School Board Awards program sponsored by the Department of Classroom Teachers (DCT) of the National Education Association and the Thom McAn Shoe Company.

The Pulitzer prize-winning author, publisher of the Atlanta Constitution, along with other outstanding Americans still to be named, will make the final selections in the annual program in which teachers salute school boards for distinguished achievement.

Fifteen school boards with outstanding records in the fields of instruction, personnel management, community relations or school plant planning will be named to receive $500 each, and will then become eligible for three national awards--one to go to the school system with fewer than 6,000 students; one to a system of 6,000-100,000 students; and a "big city" award where students number more than 100,000. The first two national winners will receive $2,000 and a trophy; the "big city" school board will receive $2,500 and a trophy.

In addition, 30 other school boards, from the six DCT regions of the U. S., will be given citations of merit.

Nominations for these awards are made by local teacher associations affiliated with the NEA. Intent of the program is to focus public attention on and build public confidence in local boards of education; and to broaden the areas of cooperation between citizen board members and the professional education community.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

Preliminary screening of all nominations will be made in January and February, and Chairman McGill's awards panel will meet in mid-April for the final evaluation. An announcement of the awards will be made in Washington in late April.

# # #

12/14/66

NATIONAL AWARD
1966
NATIONAL EDUCATION ASSOCIATION-THOM McAN
SCHOOL BOARD AWARDS
PORTLAND SCHOOL BOARD DISTRICT #1

NEA *Press, Radio, and Television Relations*

WASHINGTON, D. C.--This handsome trophy will be given to three national winners of the 1967 School Board Awards program sponsored by the Department of Classroom Teachers of the National Education Association and Thom McAn Shoe Co. Cash awards totaling $6,500 will go to the three winners. Announcement of the awards will be made in late April.

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NEA *Press, Radio, and Television Relations*

NATIONAL EDUCATION ASSOCIATION • 1201 16th Street, N.W., Washington, D. C. 20036 • ADams 4-4848, Ext 284

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National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

December 12, 1966

Dear Mr.

We would like to start a file of the work that each state association produces.

Could you send us a copy of the publications you produce and a short resume which tells us of the services you perform?

As we build the file we will share it with other state associations as they seek new or different ideas. You will, of course, receive the proper credit.

I look forward to hearing from you.

Sincerely,

Lyle R. Hamilton
Assistant Director
Division of Press, Radio, and
Television Relations

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) 223-9400

NEW YORK CITY
(212) LT 1-2360

For Further Information:
Howard Carroll

FOR P.M. RELEASE
Friday, December 9, 1966

NEA Opens Regional Office
In Denver On January 2

WASHINGTON, D.C., Dec. 9--The National Education Association announced today the opening of a Mountain States Regional Office in Denver, Colo., on Jan. 2.

Kenneth I. Jonson, regional representative of the North Central Region with headquarters in St. Paul, Minn., will head the Denver office.

Allan M. West, NEA assistant executive secretary for field operations and urban services, said the opening of the new office "is a step by the NEA to bring the Association closer to members of the local, state and affiliated education groups and to particular problems of teachers in the eight state area." These states are: Utah, Nevada, Idaho, Montana, Arizona, New Mexico, Wyoming and Colorado.

With the opening of the Denver office in the Colorado Education Association headquarters, the NEA will have a total of eight regional offices. The others are located in Boston, Mass.; Trenton, N.J.; Indianapolis, Ind.; St. Paul, Minn.; Atlanta, Ga.; Dallas, Texas; and ~~San Francisco, Calif~~. Burlingame, Calif.

Mr. Jonson was formerly with the Iowa State Education Association where he served for 14 years as field service director. He was named field representative for the North Central Region in 1959. As head of the St. Paul office,

(More)

Jonson represented the NEA in a six-state area including Iowa, Minnesota, Nebraska, North Dakota, South Dakota and Wisconsin.

After graduating from the State University of Iowa in 1937, Mr. Jonson taught journalism and speech at Hannibal, Mo. He later served as coordinator of distributive occupations at Danville, Va. His graduate work was taken in the fields of adult education and personnel administration at Colorado State University.

# # #

12/9/66

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Classroom Teachers National Study Conference
Explores Ways of Giving Teachers More Time To Teach

WASHINGTON, D. C.--Today's teacher wears so many hats that he runs the danger of inadequate time for his most important responsibility--teaching. More than 78 educators including 57 classroom teachers met here recently to discuss practical ways of allowing the teacher more time to teach.

The two-day Classroom Teachers National Study Conference on "The Classroom Teacher and His Supportive Staff" dealt with a relatively new concept of surrounding the teacher with paraprofessional and nonprofessional help. The conference was sponsored by NEA's Department of Classroom Teachers on November 25-26, 1966.

Dr. William G. Carr, executive secretary of the National Education Association, sounded a note of caution when he addressed the delegates during the opening session. He reminded conferees of several classic Biblical comments on staffs, not the least of which was a reference to the death of Jacob who died "leaning on his staff."

Dr. Carr warned his listeners that, while a supportive staff was obviously necessary, it was equally important that teachers and administrators take a careful look into the funding, the legality, and the professional complications attending the addition of auxiliary personnel.

During the several sessions that followed delegates sifted out the pros and cons of using aides, volunteer part-time help, teacher assistants, clerical help and personnel to monitor cafeteria and playground activities.

(More)

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Classroom Teachers National Study Conference
Explores Ways Of Giving Teachers More Time To Teach

Among the advantages of using a supportive staff are: (1) an increase in teaching efficiency as well as time for individual instruction; (2) more time for teacher involvement in curriculum development and diagnostic work as well as more time for pupil-parent-teacher conferences; and (3) a greater stimulation for students to prepare for a teaching career.

Possible problem areas discussed included: (1) increase in class size; (2) lack of adequate preservice and inservice training of the paraprofessional; (3) legality of authority; (4) funding for the additional school personnel; and (5) adjustment by all educators to a new organizational pattern of teaching.

Conferees who came from nearly all of the States, will take the ideas presented during this conference back to their school associations for further investigation and adaption.

Representing _____ at the Study Conference, was _____, a _____ from _____.

One of the highlights of this important conference was a luncheon speech by Grant Venn, assistant commissioner, U. S. Office of Education. He pointed out to the participants that today, more than ever, educators are charged with taking a more positive role in teaching children how to cope with the complexities of a non-agricultural and highly technological world.

Venn noted that teachers will have to have professional and paraprofessional help in order to accomplish the difficult job of giving an education to people engaged in a variety of industrial as well as academic occupations. Only when the teacher becomes a nucleus of a group of professionals and nonprofessionals who work with him in educating children will he gain the stature he deserves in the eyes of the public, Venn said.

Observing that the public is more education-minded than ever before, Venn stressed that now is the time for teachers to develop plans of action for using a supporting staff, and for using the federal funds now being made available for education.

# # #

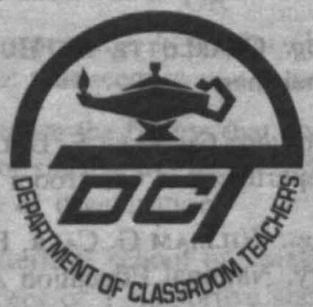
12/9/66

Classroom Teachers National Study Conference on

THE CLASSROOM TEACHER AND HIS SUPPORTIVE STAFF

Program and Roster

NEA CENTER
WASHINGTON, D.C.
NOVEMBER 25-26, 1966



PROGRAM

THURSDAY, November 24

7:00 p.m.—THANKSGIVING DINNER

Cabinet Room, Mayflower Hotel

FRIDAY, November 25

7:15 a.m.—BREAKFAST FOR CONFERENCE LEADERS

NEA State Dining Room

7:30-8:30 a.m.—BREAKFAST AT NEA

For those who are interested, the NEA Staff Dining Room (cafeteria) is open.

8:00 a.m.—REGISTRATION

NEA Lobby

8:15 a.m.—TOUR OF NEA HEADQUARTERS

9:00 a.m.—OPENING SESSION

Horace Mann Room — 8th Floor

Presiding: CHARLOTTE M. HUFF, Conference Chairman

Introductions: CHARLES F. DEUBEL, President, Department of Classroom Teachers, NEA

Greetings: WILLIAM G. CARR, Executive Secretary, National Education Association

Orientation: MARGARET STEVENSON, Executive Secretary, Department of Classroom Teachers, NEA

9:45-10:30 a.m.—"A" WORK GROUPS

assigned by teaching levels

Group Leaders:

ANNE HARDY
EILEEN HULL
ROBERT HUMBLES, JR.
LEE ANN KENNEDY
WILLIAM W. LAWSON
GARY P. REUL
DEWEY SWANK

Discussion of responses to the two questions on Questionnaire No. 1

1. What jobs related to your teaching assignment are you doing today that you feel could better be done by someone else?

2. What jobs related to your teaching assignment are you **not** doing today that you feel should be a part of your responsibility?

10:30 a.m.—COFFEE BREAK

Horace Mann Room

10:45 a.m.-12:15 p.m.—GENERAL SESSION

Presiding: CHARLOTTE M. HUFF

In a pattern of school organization built upon the concept of a supportive staff for the classroom teacher:

1. What experiences have you had personally which have been *most satisfying?*

   OR

   What practices have you observed or read about that seem to you *most promising?*

2. What are the factors that give you this feeling of satisfaction or enthusiasm for such a plan of organization?

In a pattern of school organization built upon the concept of a supportive staff for the classroom teacher:

1. What experiences have you had personally which have been *most disenchanting?*

   OR

   What practices have you observed or read about that raise in your mind the *most serious objections?*

2. What are the factors which in your opinion cause disenchantments or objections to such a program?

"The Classroom Teacher and His Supportive Staff"
Views and Observations

TERRY GABRIELSON
Elementary Teacher

ROBERT T. HAMILTON
Local Executive Secretary

ANNE HARDY
High School-Junior College Instructor

ELIZABETH D. KOONTZ
Junior High School Teacher

CLARA E. COCKERILLE
Professor of Education

LAWRENCE G. DERTHICK, JR.
Associate Superintendent

RUTH MANCUSO
National School Boards Association

GEORGE A. SCHWARZMANN
Elementary Principal

Moderator: CECIL J. HANNAN, Assistant Executive Secretary for Professional Development and Welfare, NEA

12:30 p.m.—LUNCH

NEA Board Room

Presiding: CHARLOTTE M. HUFF

Presentation: GRANT VENN, Assistant Commissioner, United States Office of Education

2:00-3:45 p.m.—"A" WORK GROUPS (continued)

1. Do you personally believe that a pattern of school organization built upon the concept of a supportive staff for the classroom teacher can be properly planned and operated to enhance the learning opportunities for the child?
2. List at least three factors, arguments or reasons which in your opinion are the most compelling justification for your opinion.
3. What types of supportive staff would you add to or delete from each category (paraprofessional, certificated educator, professionals who are not certificated educators) in the list compiled from the group response to Questionnaire No. 3?
4. What in your opinion are the blocks to planning, establishing and operating a pattern of school organization built upon the concept of a supportive staff for the classroom teacher?

4:00-5:00 p.m.—GENERAL SESSION

Presiding: CHARLOTTE M. HUFF

Report of Work Groups

6:00 p.m.—DINNER

NEA Staff Dining Room

Presiding: CHARLES F. DEUBEL

Presentation: Special Services—
MARTHA L. WARE, Assistant Director
Special Services Division, NEA

7:30 p.m.—"A" WORK GROUPS (continued)

What procedures or actions could and should be taken to overcome the blocks identified in the afternoon session?

SATURDAY, November 26

7:50 a.m.—TOUR OF THE WHITE HOUSE

East Entrance

8:45 a.m.—CONTINENTAL BREAKFAST

NEA Board Room

9:00-10:30 a.m.—GENERAL SESSION

Presiding: CHARLOTTE M. HUFF

Process Analysis: CHARLES L. HOSFORD

Report of Work Groups

10:30 a.m.—COFFEE BREAK

Horace Mann Room

10:45 a.m.-12:15 p.m.—"B" WORK GROUPS

assigned by size and type of local association

Group Leaders:

MARION R. CONRAD
GARY G. GSCHWIND
DAPHNE HARRISON
WANETA ROBBINS
JOE SULLIVAN
ROGER WILLIAMS

1. What steps should be taken by the professional association to identify and clarify its responsibilities and to plan an action program supporting and promoting the type of staff organization which establishes the classroom teacher as the coordinator of a supportive staff?
2. What steps should be taken by the professional association to identify and clarify its responsibilities and to plan an action program supporting the classroom teacher as the coordinator of a supportive staff?

12:30 p.m.—LUNCH

Blackie's House of Beef
1217 - 22nd Street, N.W.
(M and 22nd Streets)

2:00-4:00 p.m.—GENERAL SESSION

Presiding: CHARLOTTE M. HUFF

Presentation: "The Year of the Non-Conference"
National Commission on Teacher Education and Professional Standards, NEA
D. D. DARLAND and JAMES L. OLIVERO

Charge to Action

7:00 p.m.—BANQUET

Colonial Room, Mayflower Hotel

Presiding: CHARLES F. DEUBEL

Presentations: "Professional Unity—Our Commitment"

DONALD E. MORRISON, President, National Council of Urban Education Associations

HAZEL DAVIS, Director, 1965-66, Research Division, NEA

FORREST E. CONNER, Executive Secretary, American Association of School Administrators, NEA

SAM M. LAMBERT, Assistant Executive Secretary for Information Services, NEA

SIDNEY DORROS, Director, Publications Division, NEA

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JOHN H. STARIE, Director, Affiliates and Membership Division, NEA

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Urban Services Division, NEA

* *Conference Advisors*

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FRIDAY ONLY

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SATURDAY ONLY

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George W. Denemark, TEPS
John H. Starie
Consultant

GROUP IV
State Dining Room

Gary G. Gschwind
Chairman
Anna M. Chase
Terry Gabrielson
Archie W. Jangen
Emma Lue J. Preer
Dewey Swank
Ruth Trigg
Paul Vennari
Cleo M. Yeaman
William H. Curtis, AASA
Ruth Mancuso, NSBA
Taimi Lahti
Consultant

GROUP V
Horace Mann Room

Marian R. Conrad
Chairman
William C. Baker
James Cummings
Bruce P. Eckman
Nancy W. Hanna
Carrol S. Kettering
William W. Lawson
Ruby M. McCoy
Jim M. Puckett
Robert T. Hamilton, DMEA
Audrey Snodgrass, DESP
Henry I. Willett, Jr., AASA
Allen Dale Olson
Consultant

GROUP VI
Room 106

Daphne Harrison
Chairman
Jonathon C. Bell
Robert Humbles, Jr.
Donald E. Morrison [3]
Ray Mroch
Jiles W. Reiley
Marian P. Tignor [4]
Bobbie Wilborn [2]
Harry W. Wilson
Gary W. Womble
Lawrence G. Derthick, Jr.
AASA
George A. Schwarzmann
DESP
William E. Stiles, Jr.
Consultant

[1] ACEI, [2] TEPS, [3] NCUEA, [4] EKNE

faith of American Teachers

GLADLY do I teach—for I believe in the personal worth and potential ability of every child and youth.

REVERENTLY do I teach—for the guidance of the young toward high ideals and great achievement is a sacred trust.

CONFIDENTLY do I teach—for professional and cultural studies enable me to meet the complex tasks of teaching.

PROUDLY do I teach—for the story of our nation and the history of mankind reflect the wholesome influence of many teachers.

HOPEFULLY do I teach—for the teaching profession is gaining in public esteem and education is advancing toward new and challenging opportunities.

Official declaration of faith in the teaching profession of the NEA Department of Classroom Teachers. Additional copies available from:

NEA Department of Classroom Teachers
1201 Sixteenth Street, N. W., Washington, D. C. 20036

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NEW YORK CITY
(212) LT 1-2360

For Further Information:
Howard Carroll

FOR P.M. RELEASE
Friday, December 9, 1966

NEA Opens Regional Office
In Denver On January 2

WASHINGTON, D.C., Dec. 9--The National Education Association announced today the opening of a Mountain States Regional Office in Denver, Colo., on Jan. 2.

Kenneth I. Jonson, regional representative of the North Central Region with headquarters in St. Paul, Minn., will head the Denver office.

Allan M. West, NEA assistant executive secretary for field operations and urban services, said the opening of the new office "is a step by the NEA to bring the Association closer to members of the local, state and affiliated education groups and to particular problems of teachers in the eight state area." These states are: Utah, Nevada, Idaho, Montana, Arizona, New Mexico, Wyoming and Colorado.

With the opening of the Denver office in the Colorado Education Association headquarters, the NEA will have a total of eight regional offices. The others are located in Boston, Mass.; Trenton, N.J.; Indianapolis, Ind.; St. Paul, Minn.; Atlanta, Ga.; Dallas, Texas; and San Francisco, Calif.

Mr. Jonson was formerly with the Iowa State Education Association where he served for 14 years as field service director. He was named field representative for the North Central Region in 1959. As head of the St. Paul office,

(More)

Jonson represented the NEA in a six-state area including Iowa, Minnesota, Nebraska, North Dakota, South Dakota and Wisconsin.

After graduating from the State University of Iowa in 1937, Mr. Jonson taught journalism and speech at Hannibal, Mo. He later served as coordinator of distributive occupations at Danville, Va. His graduate work was taken in the fields of adult education and personnel administration at Colorado State University.

# # #

12/9/66

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12/8/66

For Further Information:
Robin Dorr

FOR IMMEDIATE RELEASE

Briefs from the "NEA Journal"

Agreed-Teachers Should Get Into Politics;
But On What Basis-Partisan or Non-Partisan?

WASHINGTON, D. C.--Two educators agree that teachers should take part in politics, but differ as to whether their participation should be partisan or non-partisan, according to an article in the current issue of the NEA Journal, official publication of the National Education Association.

Political activity by teachers is increasing on an individual and collective level, according to Thomas P. Lantos, an economics professor at San Francisco State College.

"More teachers are running for public office, and many education associations deliberately promote greater political awareness and involvement among their members by means of political clinics, seminars, and publications," he observes.

Lantos urges teachers to become actively involved in statewide political action groups, citing California's Association for Better Citizenship as an outstanding group. He also urges teachers to give their direct support to local candidates who appear to have the best interests of education at heart.

Helen Bain, high school speech and English teacher from Nashville, Tenn., agrees that teachers should participate in politics but on a non-partisan level. She contends that teachers should not form separate political arms, but participate in broadly based citizen groups and in non-partisan community activity.

# # #

(More)

WASHINGTON, D. C.--The education explosion has extended its influence to international levels, according to Dr. William G. Carr, executive secretary of the National Education Association and member of the U.S. Delegation to the Unesco Intergovernmental Conference on the Status of Teachers.

Reporting in the December issue of the NEA Journal, Carr describes the recently approved Magna Charta for teachers, adopted unanimously by delegates to Unesco from nearly eighty nations who met in Paris in October. The document, in the form of a Recommendation, contains 145 paragraphs setting forth minimum standards for the professional, social, and economic status of teachers.

The Recommendation was based on many studies, sponsored by Unesco, the International Labor Organization, and other international governmental organizations as well as by nongovernmental organizations including the World Confederation of Organizations of the Teaching Profession (WCOTP).

Carr, elected Rapporteur-General of the Paris Conference, concluded: "We must all work to see that this Recommendation is implemented by the widest possible acceptance.... Thus, improvement in their (teacher) status on the professional and social plane will depend to a large extent upon the individual attitude and behavior of teachers as well as on the action of their organizations."

# # #

Parents Play Similar Roles
In Helping Children Succeed

WASHINGTON, D. C.--Just as the twig is bent the tree's inclined. And the success or failure of a child can usually be measured depending on the amount of warmth, understanding and affection he is given in the home and in the classroom.

The same factors that create success or failure in an adult can be applied to a child, according to Glenys G. Unruh, assistant to the superintendent for curriculum and instruction, School District of University City, Mo. Her views are stated in the December issue of the NEA Journal, official publication of the National Education Association.

(More)

The author adds: "In helping children to succeed in school, parents and teachers play similar roles. But need to offer the child a warm, supportive climate; opportunities for success; a variety of experiences; and above all, a chance to become actively involved in his own learning."

# # #

Teachers Plagued With Too Many Non-Teaching Duties, Educator Says

WASHINGTON, D. C.--The job of today's teacher has become virtually unmanageable, and unless something is done about it soon America's children will be cheated out of the quality education they deserve, according to one of the country's leading educators, George W. Denemark.

Writing in the current issue of the NEA Journal, official publication of the National Education Association, Denemark, dean, School of Education, University of Wisconsin-Milwaukee, now on leave, lists at least 23 odd jobs that consume so much of today's teachers' time that they have little left to spend on teaching.

Volunteer help in the cafeteria and playground, teacher aides, paraprofessional and professional help must be brought in to take over the non-teaching chores that absorb much of the teacher's valuable time, Denemark says.

"There is no better time than now to strike out boldly in new directions, for the level of current public support for quality education can make the exciting image of the teacher and his staff become a reality," he concludes.

# # #

Better Education Achieved, Says Architect, In Functional and Beautiful Schools

WASHINGTON, D. C.--With the rapidly expanding growth of urban communities has come a relatively new concept in school architecture based on the premise that students and teachers work better in functional and beautiful buildings.

Featured in the December issue of the NEA Journal, official publication of the National Education Association, is a survey of these architectural phenomena by Charles W. Brubaker, architect for The Perkins & Will Partnership of Chicago, New York, and Washington.

(More)

Better Education Achieved, Says Architect,
In Functional and Beautiful Schools

Tomorrow's schools will be designed to blend with the slab-like apartment developments, redeveloped neighborhoods, and city park areas. Some schools, built on costly city property, will go partially underground, some tower over the streets, some become extensions of city parks and recreation areas, the author notes.

"Whatever form the urban school takes," Brubaker concludes, "beauty must be a part of it.... The school's form and design, generated by the urban environment and the educational program, must help to exalt the mind and the spirit of each individual student."

# # #

People Are Aware That Education Must
Be Universal And Good, Says Educator

WASHINGTON, D. C.--Education's metamorphosis is continuing at a rapidly accelerated pace and the future growth of the teaching profession promises to be one of the most important aspects of American life, according to one of the country's leading educators.

Dr. John H. Fischer, president of Columbia University's Teachers College, surveys the past, present, and future trends in education in an article published in the December issue of the NEA Journal, official publication of the National Education Association.

Interviewed by Journal Editor Dr. Mildred Fenner, Fischer stresses : "The nation is realizing that education has to be both universal and good." Much greater use of teaching materials, computers, supplementary staff support, and greater participation in public affairs will expand the teaching profession and provide greater range and depth to education, Fischer predicts.

Fischer warns that "the public is seldom madly enthusiastic about rapid or radical change in the schools," and comments on the danger of educators adopting fads before careful examination of the facts. On the subject of teacher-administrator relationships, he suggests that militancy has its good and bad aspects. Some teacher groups are "borrowing from industrial unions patterns for applying pressure that are inappropriate to their purposes or their situations," Dr. Fischer comments.

# # #

12/8/66

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For Further Information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

"Who Controls American Education?" Explored
At Seminar for Educators, Magazine Editors

New York, N.Y., December 5--The controversial question -- who controls American education? -- will be probed by more than 150 educators, national magazine writers and editors meeting here Wednesday, December 7 at the Biltmore Hotel.

The national one-day seminar sponsored by the Joint Committee of the National Education Association and the Magazine Publishers Association will cover such facets of the control question as the new militancy of teachers, the rising educational expectations of minority groups, the concern of the states over their role in educational policymaking and the impact of federal legislation on local school operations.

The seminar, an annual invitational meeting, will draw editors, writers and publishers of 31 national and state publications along with classroom teachers, superintendents, principals, school board members, PTA officers and representatives of state departments of education. Some 21 states and the District of Columbia will be represented.

George B. Brain, former Baltimore, Md., school superintendent and presently, dean, College of Education, Washington State University at Pullman, will deliver the keynote address. Currently chairman of the influential Educational Policies Commission, Dr. Brain served last year as president of the American Association of School Administrators.

Another major address will be delivered at lunch by Wayne O. Reed, Associate United States Commissioner of Education, discussing federal impact on school board policymaking.

(more)

"Who Controls American Education?" Explored
At Seminar for Educators, Magazine Editors

Four other speakers will offer vignettes demonstrating current stresses in the nation's educational fabric.

Mrs. Elizabeth D. Koontz, special education teacher of Salisbury, N. C., will discuss "Why Teachers Are Militant." Mrs. Koontz served last year as president of the Department of Classroom Teachers, National Education Association.

The school superintendent's point of view will be outlined by Superintendent Lester B. Ball of Oak Park, Ill., discussing "Why Administrators Feel Caught in the Middle."

John A. Morsell of this city, assistant executive director of the National Association for the Advancement of Colored People, will outline "Why Minority Groups Want a Say," and Mrs. Shirley Lewis, member of the Taunton, Mass., School Committee, will review the question "Where Does the Public Fit In?"

The two co-chairmen of the Joint Committee will preside during the day. They are Carroll F. Johnson, superintendent of schools, White Plains, N.Y., and Allan Morrison, New York editor of Ebony.

Other magazine representatives from this city who will serve as chairmen of discussion groups are William B. Arthur, editor, Look, James Cass, editor, Saturday Review Education Supplement, Sey Chassler, editor, Redbook, and John B. Danby, managing editor, Good Housekeeping.

The Joint Committee of NEA/MPA was formed in 1954 to further mutual interests of the educational and magazine communities. A major function throughout the years has been to sponsor annual seminars on educational topics of vital public interest.

# # # #

12/5/66

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

December 2, 1966

MEMORANDUM TO: Participants
Seminar on "Who Controls American Education"

We thought you might appreciate having an advance copy of the program for the seminar on "Who Controls American Education" to be held Wednesday, December 7 under the auspices of the Joint Committee of the National Education Association and the Magazine Publishers Association.

We look forward to seeing you at the seminar which as you can see from the program, promises to be very lively.

Cordially yours,

Roy K Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosure

Who Controls American Education?

A national seminar sponsored by the Joint Committee of the National Education Association and the Magazine Publishers Association

9:00 A.M.-2:30 P.M. Wednesday, December 7, 1966 Biltmore Hotel, New York City

PROGRAM

Program

Carroll F. Johnson

George B. Brain

9:00 A.M. **Registration and Coffee Hour** Bowman Room

9:45 A.M. **Presiding** Bowman Room

Carroll F. Johnson, Superintendent of Schools, White Plains, New York, and Co-Chairman, Joint Committee

Keynote Address: "Who Controls American Education?"

George B. Brain, Dean, College of Education, Washington State University, Pullman, and Chairman, Educational Policies Commission

10:30 A.M. **Vignettes** "Four Educational Straws-in-the-Wind" Bowman Room

Moderator

Mr. Johnson

Presentors

"Why Teachers Are Militant" Mrs. Elizabeth D. Koontz, Special Education Teacher, Salisbury, North Carolina, and Immediate Past President, Department of Classroom Teachers, National Education Association

"Why Administrators Feel Caught in the Middle" Lester B. Ball, Superintendent of Schools, Oak Park, Illinois

"Why Minority Groups Want a Say" John A. Morsell, Assistant Executive Director, National Association for the Advancement of Colored People, New York City

"Where Does the Public Fit In?" Mrs. Shirley Lewis, School Board Member, Taunton, Massachusetts, Public Schools

11:30 A.M. **Vignette Discussion Groups**

Group 1 "Why Teachers Are Militant" Room B

Chairman William B. Arthur, Editor, Look, New York City
Consultant Mrs. Elizabeth D. Koontz

Group 2 "Why Administrators Feel Caught in the Middle" Room C

Chairman James Cass, Editor, Saturday Review Education Supplement, New York City
Consultant Lester B. Ball

Group 3 "Why Minority Groups Want a Say" Room D

Chairman Sey Chassler, Editor, Redbook, New York City
Consultant John A. Morsell

Group 4 "Where Does the Public Fit In?" Bowman Room

Chairman John B. Danby, Managing Editor, Good Housekeeping, New York City
Consultant Mrs. Shirley Lewis

12:45 P.M. **Luncheon** Bowman Room

Presiding

Allan Morrison, New York Editor, Ebony, New York City

Speaker

"Federal Impact on School Board Decision-Making"

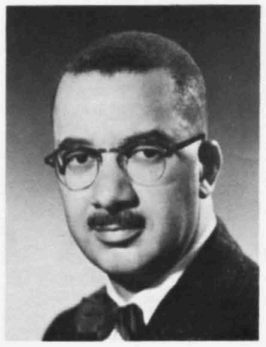
Wayne O. Reed, Associate United States Commissioner of Education, Washington, D. C.

Wayne O. Reed

Allan Morrison

Mrs. Elizabeth D. Koontz

Lester B. Ball



John A. Morsell

Mrs. Shirley Lewis

William B. Arthur

James Cass

Sey Chassler

John B. Danby

The Joint Committee of the National Education Association Magazine Publishers Association

The Joint Committee of the National Education Association and the Magazine Publishers Association was organized in 1954-55 for the purpose of developing cooperative activities which would promote an understanding of each other's problems. In recent years, the Joint Committee has sponsored annual New York City Seminars on major educational issues for editors, writers, and educators; has arranged internships for education editors with national magazines; and has produced "Magazine Showcase" sessions for participants in the annual conventions of the National Education Association and the National Association of Secondary School Principals.

NEA/MPA Joint Committee—NEA REPRESENTATIVES: Carroll F. Johnson, Co-Chairman, Superintendent of Schools, White Plains, New York; Nelle A. Coley, Classroom Teacher, Greensboro, North Carolina; Earl H. Hanson, Superintendent of Schools, Rock Island, Illinois (Ret.); Mabel Giszczak Matthews, Assistant Principal, Detroit, Michigan; Flora Reser, Classroom Teacher, Raytown, Missouri; Sam M. Lambert, Roy K. Wilson, Beatrice M. Gudridge, NEA Liaison, Washington, D.C. MPA REPRESENTATIVES: Allan Morrison, Co-Chairman, New York City Editor, Ebony; William B. Arthur, Editor, Look, New York City; James Cass, Editor, Saturday Review Education Supplement, New York City; Sey Chassler, Editor, Redbook, New York City; John B. Danby, Managing Editor, Good Housekeeping, New York City; Robert E. Kenyon, Jr., MPA Liaison, New York City.

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For Further Information:
Robin Dorr

12/2/66

FOR RELEASE AT WILL

NEA Film-"Children Without"
Receives Two More Honors

WASHINGTON, D. C.--The multi-award-winning documentary, "Children Without," produced by the National Education Association, has been honored again by the Council on International Nontheatrical Events.

The half-hour film depicting education's struggle to help the slum child was awarded the Melbourne International Film Festival Diploma of Merit, and the Venice International Exhibition of Cinematographic Art Diploma of Participation.

The awards were given during the ninth annual program of CINE Golden Eagle Awards, international awards, and exhibitions of films of merit held here November 18. Receiving the awards for NEA were Dr. William G. Carr, NEA executive secretary, and Robert Harman, project coordinator for television and film services.

Filmed by Guggenheim Productions at the Franklin Elementary School in Detroit, "Children Without" depicts the desperate frustrations, fears and heartaches of youngsters born in the slums of the overcrowded inner-city.

"Children Without" premiered on national television in February 1965. In 1965, it also received the Venice Documentary Festival Plaque Lion of St. Mark, the Chris Statuette from the Columbus Film Festival, the CINE Golden Eagle Award, and was nominated for an Academy Award in the Documentary Short Subjects category. The year before it was exhibited at the Edinburgh Film Festival.

Television bookings of the film now total 448 stations, and nearly 760 prints have been sold to date. Prints are on loan through state associations and black and white prints may be purchased from the NEA Division of Press, Radio, and Television for $35 each.

# # #

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

December 1, 1966

MEMORANDUM TO: Education Writers and Editors

Enclosed is a fact sheet and program on the Annual Convention of the National Association of Secondary-School Principals which will be held in Dallas, Texas, February 25 - March 1, 1967.

For the convenience of newsmen covering the Convention, a fully equipped press office will be in operation at the Dallas Memorial Auditorium beginning at 9 a.m. on Saturday, February 25, 1967.

We extend a cordial invitation for you or your representative to cover the Convention. If you wish assistance in obtaining hotel accommodations, please fill out and return the enclosed form. We shall appreciate it if you will notify us of your housing needs as early as possible, preferably by December 15.

Cordially,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosure

P.S. If you would like to receive a more detailed outline of the Convention program this will be ready in early February. Indicate on the reply form if you would like us to send a copy to you.

December 1, 1966

CONVENTION FACT SHEET

FROM: Pat Clarke, Division of Press, Radio, and Television Relations

SUBJECT: 51st Annual Convention of the National Association of Secondary-School Principals, a Department of the National Education Association.

PLACE: Dallas, Texas, February 25 - March 1, 1967

Enclosed is a copy of the National Association of Secondary-School Principals News Letter outlining the program for the 51st Annual Convention at Dallas, Texas.

Approximately 10,500 secondary-school principals from all parts of the country are expected to attend the convention. Major sessions and exhibits will be held at the Dallas Memorial Auditorium. Theme for the meeting is "Secondary Education and Human Resources."

Key speakers for the meeting include:

U.S. Senator Ralph Yarborough, of Texas

Harold Howe II, United States Commissioner of Education

Richard Pearson, President, College Entrance Examination Board

Robert F. Byrnes, Chairman, Department of History, Indiana University

Alistair Cooke, Chief American Correspondent for the Manchester Guardian

Lee A. Dubridge, President, California Institute of Technology

Jack R. Gibb, Resident Fellow, Western Behavioral Sciences Institute, La Jolla, Calif.

In addition to the general sessions, there will be numerous special group meetings Sunday evening.

Main issues that will be discussed at the meeting include:

- Vocational Education Today
- Salary Negotiations and Collective Bargaining
- Trends in School Reorganization: The Middle School and the Junior High School
- Educational Parks
- Critical Curriculum Issues in Urban Schools
- Racial Integration
- Experiments in Urban-Suburban Mixing
- Federal Legislation on Secondary Education

Other highlights will be the Magazine Showcase Luncheon on Feb. 25, featuring editors and writers of leading national magazines, and the Junior High School Luncheon on Feb. 28, How To Survive Our Adolescents, Dana L. Farnsworth, Director, University Health Services, Harvard University.

# # #

TO: Mr. Roy K. Wilson, Director
Division of Press, Radio, and Television Relations
1201 - 16th Street, N.W.
Washington, D. C. 20036

Our representative will cover the Annual Meeting of the National Association of Secondary-School Principals at Dallas, Texas, February 25 - March 1, 1967.

Please reserve the following accommodations in the name of:_____

Single Room_____ Double-Bedded Room_____ Twin-Bedded Room_____

Arrival Date_____ A. M. ☐ P. M. ☐

Departure Date_____ A. M. ☐ P. M. ☐

We will make our own hotel reservation ☐

Please send me, in early February an outline of the 1967 Convention Program to facilitate my planning of Convention coverage. ☐

_____
Name of Organization

_____
Name

_____
Mailing Address

_____
City State

THE NATIONAL ASSOCIATION OF SECONDARY-SCHOOL PRINCIPALS

NASSP News Letter

BETTER SECONDARY SCHOOLS FOR THE YOUTH OF AMERICA

A Department of the National Education Association

Vol. 14 November-December 1966 No. 2

Your 51st Annual Convention at Dallas

Theme: Secondary Education and Human Resources

Saturday, February 25

10:00 AM—Opening General Session

Address

The Hon. Ralph Yarborough, *United States Senator from Texas*

2:30 PM—Concurrent Major Sessions

SECTION A—THE CHALLENGE OF CURRICULAR CHANGE

The Critical Four Years

Richard Pearson, *President, College Entrance Examination Board*

Effective Teaching—Our First Need

Robert F. Byrnes, *Chairman, Department of History, Indiana University*

SECTION B—THE JUNIOR HIGH SCHOOL: ANALYSES OF ISSUES AND ACCOMPLISHMENTS

The Middle School and Other Innovations

Ann Grooms, *Special Assistant to the Dean, College of Education, University of Cincinnati; formerly Principal of the Indian Hills Middle School, Cincinnati*

Issues Identified by a State Study

William J. Ferguson, *Principal, Revere Junior High School, Los Angeles*

Progress Report on Educational Change

Donald E. Glines, *Consultant for Innovation, University City (Mo.) Public Schools*

SECTION C—VOCATIONAL EDUCATION AT THE CROSSROADS

Vocational Education and the Comprehensive Secondary School

Dale C. Draper, *Professor of Education, San Francisco State College*

5:00 PM—Secondary School Showcase (Profiles of Selected Schools)

8:40 PM—General Session

The Pleasures and Pains of Anglo-American Relations

Alistair Cooke, *Chief American Correspondent for the* MANCHESTER GUARDIAN

Sunday, February 26

10:30 AM—Morning Service

Speaker

The Rev. Tom Shipp, *Minister, Lovers Lane Methodist Church, Dallas*

4:00-6:00 PM—Reception for Members and Wives

Hosts

National Association of Secondary School Principals
Texas Association of Secondary School Principals
Texas Principals Association

8:40 PM—Sunday Evening Specials

Changes in Communist Europe: Political Development and Educational Overtones

(*To be announced*)

The Job Corps and Implications for Secondary Schools

Bennetta B. Washington, *Director, Women's Training Centers for the Job Corps, Office of Economic Opportunity*

Harold Howe II

Alistair Cooke

Motivation for Learning: Special Conditions and Problems in Urban Schools

William Jack Stone, *Director of Secondary Education, San Diego (Calif.) City Schools*

The Secondary School Administrator's Role in Teacher Salary Negotiations: Problems and Prospects

Edward J. Martin, *Assistant Principal, Central High School, Battle Creek, Mich.*

Analyzing Trends in School Reorganization: The Middle School and the Junior High School

Edythe J. Gaines, *Principal, Joan of Arc Junior High School, New York City*

Paul J. Zdanowicz, *Principal, M. G. Williams Middle School, Bridgewater, Mass.*

Educational Parks: Reasons for Them and What They Are Expected To Accomplish

Joseph J. McCarthy, *Special Assistant to the Superintendent, New York City Public Schools*

Experiments in Urban-Suburban Mixing of Secondary School Students

Charles O. Richter, *Superintendent, West Hartford (Conn.) Public Schools*—The West Hartford Program

Samuel M. Graves, *Principal, Wellesley (Mass.) Senior High School*—The Boston-Wellesley (METCO) Program

Critical Issues in Vocational Education Today

Alva R. Dittrick, *Deputy Superintendent, Cleveland (Ohio) Public Schools*

School and Community—The Essential Partnership and How To Nourish It

Ned S. Hubbell, *Port Huron, Mich.; Public Relations Counsellor*

Roy K. Wilson, *Executive Secretary, National School Public Relations Association*

The Power Struggle To Influence Secondary Education

Harl R. Douglass, *Boulder, Colo.; Lecturer and Consultant in Education*

Test Norms: Their Uses and Abuses

John M. Stalnaker, *President, National Merit Scholarship Corp., Evanston, Ill.*

The National Teacher Corps: Purpose, Program, Prospects

Richard A. Graham, *Director of the National Teacher Corps*

Monday, February 27

9:30 AM—General Session

The Teaching Profession—Forty Years of Change

Lee A. DuBridge, *President, California Institute of Technology*

The Comprehensive High School: A Second Report to Interested Citizens

James B. Conant, *Director, NASSP Study of the American Secondary School*

2:30 PM—Idea-Exchange Sessions

5:00 PM—Secondary School Showcase (Profiles of Selected Schools)

8:40 PM—General Session

The Expanding Role of the Secondary School Administrator

Jack R. Gibb, *Resident Fellow, Western Behavioral Sciences Institute, La Jolla, Calif.*

Lee A. DuBridge

Jack R. Gibb

Tuesday, February 28

9:30 AM—General Session

Preparation for Reality—The Induction of Beginning Teachers

(The initial report on the NASSP Demonstration Project on the Induction of Beginning Teachers)

The National Committee on Secondary Education: A Report on Accomplishments and Future Plans

10:30 AM—Business Session

Election of Officers and Members of the Board of Directors

Annual Report of the Executive Secretary

2:30 PM—Clinical Sessions

5:00 PM—Secondary School Showcase (Profiles of Selected Schools)

8:00 PM—Music Program

North Texas State University Band

Wednesday, March 1

9:30 AM—Closing General Session

Induction of New Officers and Members of the Board of Directors

G. Mason Hall, *Director of Secondary Education, Edmonds (Wash.) Public Schools; President of NASSP*

The Role of the Principal in Improving Instruction

(A special program sponsored by the NASSP Project on the Administrative Internship in Secondary School Improvement)

Address

Harold Howe II, *United States Commissioner of Education*

Convention Threads

Continuing Sessions or Threads (as we call them) are to be a feature running throughout the 51st at Dallas. Here are some of the "Thread" topics: Salary Negotiations and Collective Bargaining; Trends in School Reorganization; Educational Parks; Critical Curriculum Issues in Urban Schools; Motivation for Learning; Educational and Political Changes in Communist Eastern Europe (Bulgaria, Rumania, Russia, Yugoslavia).

In addition, special attention is to be given to racial integration, experiments in urban-suburban mixing, and federal legislation on secondary education, in separate sessions.

Open Luncheons

Saturday, February 25, 12:00 Noon

"Magazine Showcase" Luncheon

Featuring editors and writers of leading national magazines. Arranged by the Joint Committee of the National Education Association and the Magazine Publishers Association in co-operation with NASSP

"A Mid-Day Treat"—Luncheon and Fashion Show

To be presented at the Apparel Mart by the internationally famous Texas Fashion Designers & Manufacturers through arrangements by the Dallas Convention Committee

Monday, February 27, 12:00 Noon

Small High School Luncheon

(To be announced)

Large High School Luncheon

Leadership Activities of Principals in Larger Schools

Harold Spears, *Superintendent, San Francisco Public Schools; President, American Association of School Administrators*

A Report on the NASSP Large High School Communications Study

Lloyd E. McCleary, *Professor of Education, University of Illinois*

Tuesday, February 28, 12:00 Noon

Junior High School Luncheon

How To Survive Our Adolescents

Dana L. Farnsworth, *Director, University Health Services, Harvard University*

Idea-Exchange Sessions

Monday Afternoon

Secondary Education in Communist Eastern Europe: Report by 1966 NASSP Study Mission Members

Crucial Curriculum Issues

Motivation for Learning: Special Conditions and Problems in Smaller Schools

Teacher-School Board Salary Negotiations: What Happens to Principal-Faculty Relationships?

New Type of School Organization: The Middle School

The Educational Park: Prospects for Fulfillment

Secondary School Accreditation: Brand-New Trends in Emphasis on Quality

The Inflation Problem in College Admissions

Efficient and Effective Use of Data Processing in Serving Schools

The Mess in Marking Systems: When Is an *A* an *A*, or a *B*? How Does It Affect Students' Standings with Respect to Other Schools?

The Secondary School Administrator and Counselors: Clarifying Roles of Responsibility

How Appraise the Effectiveness of Teaching?

Secondary Education Programs for Integrating Culturally and Economically Deprived Youth

The Elementary and Secondary Education Act: Analysis of Titles and of Who Can Get What

What Salary Guide for Principals and Assistant Principals: Index Ratio or Independent Schedule?

The 1967 NASSP Study of the Assistant Principalship—A Progress Report

Junior High School Principals' Perceptions and Attitudes: NASSP Report on the Junior High School Principalship

Evaluating the Effectiveness of Flexible Scheduling

Critical Checkpoints in Staff Utilization

Student Behavior: How Define Freedom, Deal with Extremism, Overcome Conformity?

In-Service Education in an Era of Curriculum Change

Should the School Provide Work Experience for Students? How Best To Do It

Clinical Sessions

Tuesday Afternoon

Secondary Education and the International Scene: NASSP Exchange Leaders Report on Educational Trends in Other Countries

Crucial Curriculum Issues

Motivation for Learning: Special Conditions and Problems in the Large Comprehensive Secondary School

The Secondary School Administrator's Role in Teacher-School Board Salary Negotiations: School-Community Relations

New Type of School Organization: The Nongraded Secondary School

Regional Accreditation of Junior High Schools

Student Activities in Today's Secondary School: Where Are We Headed?

How Can the Secondary School Administrator Tell If He Is Doing an Effective Job?

Strategies for Curriculum Design: The Humanities Program

Data Processing and the Computer: Can They Help Schools Do a More Effective Job?

The Dependent Independent Student—A Major Concern of the Junior High School

Federal Stake in Education: Should It Provide Categorical Aid or General Aid?

School Libraries: What Ought They Be and Do?

Improving the Reading Skills of the Culturally Disadvantaged

Reluctant Learners: How To Reduce Their Reluctance

New Insights into Teaching the Disadvantaged: A Report on the Education Improvement Project of the Southern Association of Colleges and Schools

The Principal and the Persisting Problems of the Beginning Teacher

Proficiency Examinations: Experience with College-Level Examinations and Implications for Secondary Schools

The War on Poverty in the School Community: Case Study of Shaw Junior High School

NASSP NEWS LETTER—For Junior and Senior High-School Principals. Issued five times a year (bimonthly, September to June) by the National Association of Secondary School Principals, a Department of the NEA, 1201 16th Street, N.W., Washington, D.C. 20036.
Second-class postage paid at Washington, D. C.

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Vol. 14 November-December 1966 No. 2

Wanted: Host Schools for Exchange Principals

The NASSP Committee on International Programs will meet in January 1967 to select secondary school administrators from overseas who will serve as consultants to secondary schools in our country. Would your school or school system like to host one of those chosen for the first semester in the 1967-68 school year? A feature of the program is a possible return visit, through which the American principal may have the opportunity to go to the school of the foreign educator. For example, if the head of a gymnasium in Hamburg goes to Middletown next year, the principal of Central High School in Middletown could later visit Hamburg. NASSP will provide the international transportation.

If you are interested in this arrangement, or would like further information, write to NASSP.

Secondary School Visits in Reverse

NASSP is scheduling late afternoon one-hour sessions on Saturday, Monday, and Tuesday for principals and assistant principals to present profiles of their schools. Five secondary schools selected geographically and by enrollment characteristics as well as diversity of program will provide profiles of their schools through visual presentation and distribution of materials.

About half of the hour will be reserved for questions and comments by the audience. Remember the time—5:00 to 6:00 p.m. on Saturday, Monday, and Tuesday at Dallas.

Flash

A post-convention trip to Mexico is in the planning stage. For those with limited time, it is possible to jet to Mexico City on Wednesday immediately following the convention, and return either to Dallas or directly home on Sunday, March 5. An additional five days makes it possible to journey on to Taxco and the "Pearl of the Pacific," Acapulco. Details will be included with the regular convention mailing.

Officers and Executive Committee

President: G.-Mason Hall, *Director of Secondary Education,* Edmonds Public Schools, Edmonds, Washington

First Vice President: Robert L. Foose, *Principal,* Westfield Senior High School, Westfield, New Jersey

Second Vice President: Delmas F. Miller, *Director,* University High School, West Virginia University, Morgantown, West Virginia.

Members of the Executive Committee: All officers and the following additional members:
Curtis E. Johnson, *Principal,* Alexander Ramsey High School, Roseville, Minnesota
J. Frank Malone, *Area Coordinator,* Mid-Continent Regional Educational Laboratory, Oklahoma City, Okla.
W. Hobart Millsaps, *Principal,* Central High School, Chattanooga, Tennessee
Rufus A. Brackley, *Principal,* East Greenwich High School, East Greenwich, Rhode Island

Executive Secretary: Ellsworth Tompkins, 1201 16th Street, N. W., Washington, D. C. 20036

Convention Notes

Hotel rooms are still available although the choice is becoming limited. If you have not made reservations yet, better do so *soon*. That address once more:

NASSP Housing Bureau
Dallas Chamber of Commerce
1507 Pacific Avenue
Dallas, Texas 75201

Again this year registration and exhibits will be open from 3 PM to 10 PM on Friday. This will allow early comers to register before the crowds, and to view the educational exhibits at leisure before the full program gets under way on Saturday morning.

National and Regional Meetings

January 1967	
13-15	NASC Advisory Committee and State Student Council Secretaries, New Orleans, La.
24-25	NASSP Committee on International Programs, Washington, D. C.
February	
24	National Advisory Council and NASSP Board of Nominators, Dallas, Texas
25-3/1	NASSP 51st Annual Convention, Dallas, Texas

State Association Meetings

January	
12	Connecticut Assn of Sec Schs, Cheshire (mid-winter meeting)
13-14	Oregon ASSP, Eugene (winter conference)
19-20	Minnesota ASSP, Minneapolis (winter workshop)
21	New York City Jr HSPA (annual conference)
23	Rhode Island SSPA, Providence (conference)
23-24	Idaho ASSP, Boise (annual meeting)
30	Kansas Assn of SS & P, Wichita (annual meeting)
30	North Dakota ASSP, Bismarck (mid-winter conference)

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

November 29, 1966

MEMORANDUM TO: Editors of State Education Journals

We enclose for your use an important new statement by the American Association of School Administrators entitled "School Administrators View Professional Negotiation."

The statement in the form of a 60-page booklet is accompanied by our news release which you may use or adapt as you see fit.

In planning your own coverage, you may want to consider the fact that the January issue of the NEA Journal will publish without editorial comment two pages of highlight quotes taken directly from the book.

Let us know if we can be of further assistance in this matter.

Cordially yours,

Roy K Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosures

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
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For Further Information:
Beatrice M. Gudridge

For Release at Will

SPECIAL TO STATE EDUCATION JOURNALS

AASA Endorses Professional Negotiations, Sanctions, As Signs of Maturing Profession

WASHINGTON, D. C. (Special)--In a ringing statement, the American Association of School Administrators (AASA) has endorsed the right of classroom teachers and other professional staff employees to have a voice in formulating educational policy and to invoke sanctions when serious educational problems develop.

AASA, which represents most of the school superintendents of the country, spelled out its position in a publication entitled "School Administrators View Professional Negotiation."

Defining professional negotiation as a process by which teachers and other professional employees exert "formal and deliberate influence" upon school board policy, AASA declares it is an orderly step toward democratic school administration.

"If teachers are competent to teach adequately the nation's children," says the report, "they are competent to have a meaningful role in the planning of educational programs for these children."

The Association takes a broad view of policy matters which could be negotiated. Negotiation in good faith, says the statement, might encompass all or some aspects of policy governing such items as curriculum, inservice education, personnel policies, teaching assignments, transfers and promotions, recruitment of teachers, discharge and discipline of teachers, grievance procedures, recognition of the negotiating team, salaries and wages, welfare benefits, class size, leaves of absence, and others.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

It favors a negotiating organization which includes all members of the professional staff, including the administrative and supervisory levels.

"Education is a unique enterprise in that much of its success depends upon the closest possible working relationships among teachers, principals, administrators, and supervisors," says the report. "There is, or should be no inherent conflict of interest in all-inclusive organizations."

However the report points out, in some jurisdictions, it may be desirable to maintain independent classroom teacher and administrative-supervisory units within a single organization, "each free to develop independent judgments where appropriate. Any difference or disagreements among various segments of all-inclusive organizations should be thoroughly aired and reconciled before negotiations take place."

The superintendent himself, says the report, should be an independent third party in the negotiation process. His obligation is to the "welfare of the pupils and to leadership in the formation of sound educational policy."

Without mentioning the labor movement specifically, the report rejects the idea of "patterns of negotiation borrowed from other sections of society," mediation and appeal procedures geared to the "machinery for resolving differences between workers and management in private business," and "power tactics on the part either of staff or board of education."

"AASA does not condone teachers' strikes under any condition," the report declares.

Sanctions, on the other hand, are a "procedure worthy of a true profession," and when applied on a "responsible, professional basis, with ample warning, can be a very powerful tool for the resolution of serious educational problems."

Such extreme measures should be few and far between, however, says AASA, if both sides have negotiated in good faith.

It identifies five types of sanctions which have been used on numerous

(more)

occasions in the past few years "with a high degree of success":

1. Censure through public notice, including release of investigation reports; articles in national and state journals; and reports through various communications media;

2. Notification to state departments of education of findings concerning unsatisfactory conditions;

3. Notification to certification and placement services of unsatisfactory conditions of employment for educators;

4. Warning to members that acceptance of employment as a new teacher in the school district would be considered unethical conduct and could lead to discharge from, or future refusal of membership in the national professional association;

5. Advice to members presently employed that, if their private arrangements permit, they should seek employment elsewhere.

11/29/66

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National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

November 28, 1966

MEMORANDUM TO: Presidents, Affiliated Local Education Associations

Dear Colleague:

We are enclosing, with our compliments, a copy of the new booklet, 1966 Pacemaker Awards, which summarizes briefly the achievements of those schools and school systems cited this summer in this annual Project.

Its main purpose, however, is to stimulate thought by yourself and your membership on possible nominations for the 1967 Awards which will be made public during the Minneapolis Convention of the National Education Association.

Under guidelines for this project laid down by the NEA Executive Committee, all nominations for Pacemaker Awards from a specific state are to be submitted for comment to the State Education Association. In this connection, you should know that the editors of Parade, co-sponsors of the Project with NEA, have asked that schools and school systems which were cited in 1966 as Pacemakers should be considered ineligible for nomination in 1967.

Your State Education Association has been supplied with this booklet and with nomination forms which it will supply to you upon request. Please note that final deadline for State Education Associations to submit your entry and others is February 1, 1967; therefore you will want to get your nomination in to your state headquarters well before that date.

Additional information on the nominations procedure is contained on page 48 of the booklet.

We look forward to some exciting entries from your state in 1967.

Cordially yours,

Roy K Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosures

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
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November 28, 1966

MEMO TO: State Association Contacts for Radio and Television
Urban Association Executive Secretaries

Some time ago you were asked to participate in a survey to determine the use of radio by state and local education associations. The survey was conducted by Albert E. Holliday, Coordinator of School-Community Relations for the Fairfax County (Virginia) Public Schools.

Many state and local associations responded. Whether or not you took part in the survey we think you will be interested in seeing the results. One of the enclosed reports covers radio activities of state education associations and local education associations with full-time executive secretaries.

The other report covers local school systems. Al Holliday originally planned his survey to measure only school system use of radio. We are grateful to him for extending it to state and local education association. Both reports are enclosed so that you may compare school system use of radio with that of the associations.

Sincerely,

Robert E. Harman

Robert E. Harman
Project Coordinator for Television and Film Services
Division of Press, Radio, and Television Relations

Enclosures

National Education Association

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

November 25, 1966

MEMORANDUM TO: Editors, Writers, and Broadcasters

We are enclosing, with our compliments, a copy of the new booklet, 1966 Pacemaker Awards, which summarizes briefly the achievements of those schools and school systems cited this summer in this Project.

Its main purpose, however, is to stimulate thought on the part of local education associations affiliated with NEA, newspaper editors and education writers, and broadcast personnel on possible nominations for the 1967 Pacemaker Awards which will be made public during the Minneapolis Convention of the National Education Association.

On behalf of the National Education Association and Parade, the Sunday Newspaper Magazine, sponsors of the Project, I am writing to invite you to submit a nomination for the Pacemaker Awards in your state. You can do this by completing the attached Nomination Form: 1967 Pacemaker Awards. Please mail the form no later than February 1, 1967 to: Pacemaker Nominations, Division of Press, Radio, and Television Relations, National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.

One caution: Parade has asked that schools and school systems which were cited in 1966 as Pacemakers should be considered ineligible for nomination in 1967.

Judging of the entries will be made by a distinguished panel, including the NEA President, a consultant from the NEA Center for Instruction, and the Editor of Parade. Public presentation of the awards will be made at a special luncheon during the 105th annual NEA Convention July 2-7, in Minneapolis, Minnesota.

Cordially yours,

Roy K Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosures

NOMINATION FORM: 1967 Pacemaker Awards

Mail before February 1, 1967 to: Pacemaker Nominations
Division of Press, Radio, and Television Relations
National Education Association
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

Name of School or School System _____

Address _____

Telephone Number _____

School Principal (if individual school) _____

School Superintendent (if school system) _____

Other Staff Authority on Nominated Program _____

_____

_____

Nonstaff Persons in Position to know about nominated activity (list names, addresses, telephone numbers)

_____

_____

_____

Length of time nominated program has been in operation _____

Number of students involved in nominated program (app.) _____

Level of education involved (preschool, elementary, etc.) _____

Type of community (big city, suburb, etc.) _____

Please use the back of this page to describe the program you are nominating. State clearly the program's objectives, explain any advance study, research and planning needed to precede the program, and describe results to date. Your summary should include sufficient information to give judges an overall understanding of the program. Supporting materials including news clippings, pictures and samples of printed materials may be included, but please do not submit bulky materials such as scrapbooks and other voluminous materials.

Your name and title _____

Address _____

Telephone _____

PRESS RELEASE FOR HOMETOWN NEWSPAPER

Please fill in the name and address of the newspaper you want the attached release sent. Also fill in the blanks on the news release (next page.)

Return to the Press Office, Parlor 31. It will be mailed immediately.

Newspaper

_____
name

_____
address

NEWS from the National Education Association
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For Further Information:
Pat Clarke or Lyle Hamilton
Press Office, Sheraton-Cleveland Hotel
Cleveland, Ohio

IMMEDIATE RELEASE

Local Educator in Cleveland
For Social Studies Conference

CLEVELAND, OHIO, Nov. 25--_____(Name)_____,
_____(Title)_____, from _____(School or organization)_____,
_____(City)_____, _____(State)_____, is taking part in the 46th annual conference of the National Council for the Social Studies during the Thanksgiving holidays.

Approximately 3,500 teachers, educators, and government officials from all parts of the country are attending the conference which is held from Nov. 23-26.

Built around the theme "Civic Education for a Changing World," some of the featured speakers are U. S. Supreme Court Justice Tom C. Clark; U. S. Sen. Birch Bayh (Dem.-Ind.), and Paul L. Ward, executive secretary of the American Historical Society.

The National Council for the Social Studies is a department of the National Education Association and currently has a membership of about 16,000.

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11/25/66

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

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For Further Information:
Howard Carroll

FOR IMMEDIATE RELEASE

NEA Hails Decision of Louisiana Teachers
To Remove Racial Membership Restriction

WASHINGTON, D. C., Nov. 23--The National Education Association today hailed the action of its affiliate, the Louisiana Teachers Association, in removing all racial membership barriers from its constitution.

Dr. Irvamae Applegate, NEA president, described the LTA's decision as a step toward ultimate merger with the all-Negro Louisiana Education Association.

By a vote of 579 to 183, LTA at its annual convention this morning in Baton Rouge, approved a proposal to remove the word "white" from its constitution, thus becoming the last of the states to eliminate racial restrictions for membership. A two-thirds vote was required to carry the proposal.

NEA's Executive Committee last July 2 placed a temporary suspension on the LTA for noncompliance with the 1965 NEA resolution calling on segregated affiliates to develop a plan for merger before July 1, 1966.

"Louisiana teachers, by their decision today, have demonstrated their faith in the American ideal of providing equal opportunity for all of its citizens," said Dr. Applegate.

"I am confident that the LTA will continue to demonstrate its good faith and join with its seven sister states in the South in moving toward full compliance with NEA policies."

(More)

In addition to Louisiana, only seven other states--Arkansas, Alabama, Mississippi, Georgia, South Carolina, Tennessee and North Carolina--are left to comply with the merger mandate of NEA's Representative Assembly, which represents some 985,000 teachers and other educators across the nation.

"NEA officers and staff have offered their services in the resolution of problems deriving from efforts to remove racial membership and restrictions and merge dual affiliates," said Dr. Applegate.

Dr. Applegate said she and NEA President-Elect Braulio Alonso of Tampa, Fla., are meeting with the joint committees in the Southern states in order to unify the teaching profession in those states.

"The NEA will continue to offer its assistance and go wherever our services are required to achieve the full and complete merger of dual affiliates in all the states," said the NEA president, adding:

"We are confident that Louisiana and the seven remaining states where there are dual affiliates will follow the example of teachers in Florida, Texas, and Virginia who effected mergers this year."

At the same time, Dr. Applegate pointed out that before the historic U.S. Supreme Court decision on school desegregation, there were separate affiliates for Negro and white teachers in 17 states and the District of Columbia. By 1963, that number had been reduced from 17 to 11 with Delaware, Missouri, Maryland, Kentucky, Oklahoma, West Virginia, and the District of Columbia removing racial membership restrictions. Since then the figure has been further reduced to eight.

Meanwhile, hundreds of local dual affiliates in Southern States have unified on their own volition.

For example, before the two statewide dual affiliates voted to unify in Virginia earlier this month, the great majority of city and county associations in the state had but one teacher organization which was open to both white and Negro teachers.

(More)

Dr. Applegate said NEA's policy against racial membership restrictions in professional organizations is clear and emphatic.

She explained that the NEA affiliated separate Negro associations many years ago on their own formal request.

"No one ever has been barred from membership in the NEA, nor has a request been refused for affiliation by a qualified group of teachers, on the basis of race," said Dr. Applegate.

"As a matter of fact some 90 percent of the members of the predominantly Negro American Teachers Association, which merged last summer with the NEA, were members of NEA," explained the NEA president.

What's more, she said, NEA as early as 1951 refused to hold meetings in cities that failed to provide equal housing, feeding and meeting accomodations for all NEA members regardless of race.

Mayor Elliott Roosevelt of Miami Beach, speaking to the 1966 NEA Convention held in that city, referred to the 1953 annual meeting of the Association also held in Miami Beach: "On that last occasion, your convention was the first one ever to be held in the South, in any city where it was completely integrated."

11/23/66

11/22/66

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For Further Information:
Robin Dorr

FOR RELEASE AT WILL

Learning and Teaching Abilities Of Sexes
Are Different, Authors Say In Articles

WASHINGTON, D. C.--Is there an appreciable difference between the learning abilities of boys and girls and the teaching abilities of men and women?

This sweeping question is raised in a series of nine articles featured in the November issue of National Elementary Principal, official publication of the Department of Elementary School Principals, a department of the National Education Association.

Some educators and psychiatrists, according to the articles, believe that there is a difference and if it is not realistically recognized some children will be shortchanged in the pursuit of their educational goals.

The authors are asking, in effect, whether boy students should be taught in the same fashion as girl students and whether the heavy preponderance of women teachers over men--particularly on the elementary level--is adversely affecting the natural growth of boys, if not the girls.

There is a visible difference between boys and girls even before birth. For example, Frances Bentzen, Education Research and Program Specialist, Bureau of Indian Affairs, U.S. Department of the Interior, points out that based on live births, "the sex ratio at the time of conception varies from 125 to 135 males to 100 females." By the time of birth, however, the ratio has dropped to between 100 and 120 males to every 100 females. "Seventy-eight percent of the stillborn fetuses delivered before the fourth month are male," she notes.

(More)

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The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

Further statistics appear to prove that stillbirth, death, and disease during the first year of life "indicate a greater vulnerability to stress and trauma on the part of the male organism," the article states. As the child grows, there is evidence of a larger number of boys with speech impediments and other language disorders than girls.

During the first three grades of school, the boys outnumber the girls in reading disabilities. Visual perception problems, emotional instability, and physical immaturity sets the average boy approximately 12 months behind the average girl at the sixth-grade level, she explains.

Mary Broderick, education research consultant with the Los Angeles City Schools, suggests that parents and teachers may force cultural expectations on their youngsters. Adults may not be encouraging creativity in boys, or scientific curiosity in girls. It is possible our society is depriving itself of potential male artists and potential female scientists simply because neither sex was encouraged to follow these paths, she adds.

Irene M. Josselyn, M.D., consultant, Child Study and Consultation, Arizona State Department of Health, observes that today, in Western society, children do not grow up with an understanding of sharp lines of responsibility on the part of parents. There are more working women, and more men helping with the dishes.

As a result of this confusion over male-female roles, "the previously sex-determined professions are rapidly losing their sexual identity," she notes. This is particularly apparent in the elementary school system which was once the domain of women but is slowly being invaded by men.

The introduction of men into elementary education is highly significant, the authors agree. In the past, the overwhelming majority of teachers were women and the classroom was organized around the female concept of order, conformity, and style. Under these circumstances, it is easy to understand why the natural aggressiveness and rebellion against authority, typical of boys, sometimes resulted in a much higher delinquency rate among boys than among girls.

(More)

If current research indicates a pattern, more men teachers are needed. Pauline Sears, professor of education, and David H. Feldman, research assistant, both of the Stanford Center for Research and Development in Teaching, suggest that "society needs men who carry some of the 'feminine' characteristics of sensitivity to other people and responsiveness to emotion, as well as tougher 'masculine' characteristics." They contend that education needs women with more toughness in their thinking processes, and less conformity in their approach to social pressures.

The probability of getting more men into the ranks of elementary school teaching is complicated by a general feeling that adult males, who enjoy the company of small children, are "sissies." There is a possible solution, according to Jean D. Grambs, associate professor of Education, and Walter B. Waetjen, vice president and professor of education at the University of Maryland.

They suggest that more men be employed as teacher-researchers, counselors, psychologists. They call for the appointment of men and women as principals to co-share the responsibility of the administration of the school. Male teacher-aides and members of the Neighborhood Youth Corps could be used for playground and bus duty.

"If much of the preceding has seemed to dwell on the benefits for boys from a restructuring and staffing of our schools, it should be clearly stated that such changes in structure and staff are important for girls as well as boys," they conclude.

11/22/66

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

November 22, 1966

MEMORANDUM TO: Unit Heads, NEA Headquarters

We are attaching a copy of a new report which you helped make possible. Without the generous cooperation of NEA's departments, commissions, committees, and councils, the annual Pacemaker Awards, now entering a third year, could not have achieved their current status as a worthwhile and newsworthy project.

The report, entitled 1966 Pacemaker Awards, summarizes briefly the achievements of those schools and school systems cited this summer. Its main purpose, however, is to stimulate thought on the part of local education associations, newspaper editors and writers, and broadcast personnel on possible nominations for the 1967 Awards which will be made public during the Minneapolis Convention of the National Education Association.

State Education Associations play a very key role in this project and we have supplied each headquarters office with several copies of this report and with the necessary nomination forms. A sample nomination form is attached.

Thanks again for your continuing interest in this project..

Cordially yours,

Roy K Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosures

NOMINATION FORM: 1967 Pacemaker Awards

Mail before February 1, 1967 to: Your State Education Association
or
Your State Department of Education

Name of School or School System _____

Address _____

Telephone Number _____

School Principal (if individual school) _____

School Superintendent (if school system) _____

Other Staff Authority on Nominated Program _____

_____

_____

Nonstaff Persons in Position to know about nominated activity (list names, addresses, telephone numbers)

_____

_____

_____

_____

Length of time nominated program has been in operation _____

Number of students involved in nominated program (app.) _____

Level of education involved (preschool, elementary, etc.) _____

Type of community (big city, suburb, etc.) _____

Please use the back of this page to describe the program you are nominating. State clearly the program's objectives, explain any advance study, research and planning needed to precede the program, and describe results to date. Your summary should include sufficient information to give judges an overall understanding of the program. Supporting materials including news clippings, pictures and samples of printed materials may be included, but please do not submit bulky materials such as scrapbooks and other voluminous materials.

Your name and title _____

Address _____

Telephone _____

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

November 22, 1966

MEMORANDUM TO: Chief State School Officers

Dear Colleague:

This letter is accompanied by several copies of a just-off-the-press report which you helped to make possible. Without the generous cooperation of state departments of education, the annual Pacemaker Awards, now entering a third year, could not have achieved their current status as a worthwhile and newsworthy project.

The report, entitled 1966 Pacemaker Awards, summarizes briefly the achievements of those schools and school systems cited this summer. Its main purpose, however, is to stimulate thought on the part of local education associations, newspaper editors and writers, and broadcast personnel on possible nominations for the 1967 Awards which will be made public during the Minneapolis Convention of the National Education Association.

This report, which outlines nomination procedures, will be mailed to state education associations, presidents of all local NEA affiliates, to education writers and managing editors of daily newspapers and to public service directors of TV stations throughout the country. We would hope that you would share your extra copies with staff members who travel throughout your state and are thus in a position to spot exciting projects going on in various school systems.

We are also providing you with a supply of nomination forms which may be sent on request to local association presidents and others in your state who express a desire to make a nomination. All nominations must be sent before February 1, 1967 to: Pacemaker Nominations, Division of Press, Radio, and Television Relations, National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036.

We look forward to some exciting entries from your state for the 1967 Pacemaker Awards, and once again, thank you for your very considerable assistance and continuing support.

Cordially yours,

Roy K Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosures

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

November 21, 1966

MEMORANDUM TO: Presidents of State Education Associations

Dear Colleague:

We are enclosing, with our compliments, a copy of the new booklet, 1966 Pacemaker Awards which summarizes briefly the achievements of those schools and school systems cited this summer.

Its main purpose, however, is to stimulate thought on the part of local education associations affiliated with NEA, newspaper editors and writers, and broadcast personnel on possible nominations for the 1967 Pacemaker Awards which will be made public during the Minneapolis Convention of the National Education Association.

The State Education Association plays a very key role in this project and we have supplied your headquarters office with several copies of this booklet and with the necessary nomination forms.

We thought you would appreciate having your personal copy, and we are looking forward to some exciting entries from your state in 1967.

Cordially yours,

Roy K Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosure

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

November 21, 1966

MEMORANDUM TO CLEVELAND NEWS MEDIA

FROM: Lyle Hamilton, Division of Press, Radio, and Television Relations

SUBJECT: Reminder of National Social Studies Convention at Sheraton-Cleveland Hotel Tuesday-Saturday (Nov. 23-26).

More than 250 education, government, and business leaders will participate in the National Social Studies Convention at the Sheraton-Cleveland Hotel Tuesday through Saturday.

At least 3,000 teachers from across the country are expected to attend the convention.

Leading speakers include Paul W. Ward, executive secretary of the American Historical Association (speaks Thursday at 7:30 p.m.); U. S. Supreme Court Justice Tom C. Clark (speaks Friday at 8 p.m.), and U. S. Sen. Birch Bayh (speaks Saturday at 2 p.m.).

Press Office will open in Parlor 31 at Sheraton at 4 p.m. Tuesday and remain open until 5 p.m. Saturday.

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

November 16, 1966

To the President of the Local Education Association

Dear Colleague:

Among our colleagues located at the NEA Center in Washington are the editors of Education U.S.A., a weekly newsletter which reports on current educational affairs. These editors, who cover more than 75 conferences in the course of the year, regard the recent Cubberley Conference held at Stanford University on "School Boards in an Era of Conflict" as one of the most significant meetings of the year.

After attending the Conference, the editors concluded that the problems that now face school boards are unprecedented in their importance and impatience.

Community groups pressure boards for social and educational reform while local politics and state and national agencies limit their power to act. Forces are emerging to challenge the decision-making that has been the prerogative of the board. Yet the need for a vigorous and informed lay leadership in education is stronger than ever. Can school boards adjust to this era of conflict without relinquishing the tradition of local control of education?

In their search for answers to these questions the editors have prepared a special 24-page booklet, School Boards in an Era of Conflict. We believe this report will be of interest to local education associations, to school administrators, and to board members. We are glad to send to you two copies. Perhaps you or the chairman of your Public Relations Committee may wish to share a copy with the president of your local school board.

The Division of Press, Radio, and Television Relations has a small additional supply of this report if you find that you need additional copies.

Sincerely,

Roy K. Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

SCHOOL BOARDS IN AN ERA OF CONFLICT

EDUCATION U.S.A. SPECIAL REPORT

Highlights of the Cubberley Conference, School of Education, Stanford University, July 26-28, 1966

CUBBERLEY
CONFERENCE SPEAKERS

Dimensions of Conflict

H. Thomas James

Professor of Education, Stanford University; Conference Director (Dean, School of Education, since September 1, 1966)

Teachers' Expectations for School Boards

Wesley A. Wildman

Director, Labor-Management Projects, Industrial Relations Center, and Professor, Graduate School of Business, University of Chicago

Citizens' Expectations for School Boards

John Guy Fowlkes

Professor of Education, University of Wisconsin

Community Politics and School Boards

David W. Minar

Associate Professor of Political Science, Northwestern University

Modernizations for School Boards

Max J. Rubin

Former President, Board of Education of the City of New York

Reactor

Jerry Fine

Member, Inglewood Unified School District, Inglewood, California

The Socioeconomic, Political, and Fiscal Environment of Educational Policy-Making in Large Cities

Alan K. Campbell

Professor of Political Science, Maxwell Graduate School, Syracuse University

Federal Impact on School Board Decision-Making

Roald F. Campbell

Chairman, Department of Education, and Dean, Graduate School of Education, University of Chicago

EDUCATION U.S.A.

SPECIAL REPORT

SCHOOL BOARDS IN AN ERA OF CONFLICT

THE CUBBERLEY CONFERENCE

School boards, as most members know, are in trouble. Not that this isn't a natural state for a group of local citizens who must provide a bridge between lay demands and professional decisions.

However, the problems that now face school boards are unprecedented in their importance and impatience. Community groups pressure boards for social and educational reform while local politics and state and national agencies limit their power to act. School administrators and teacher groups are assuming more and more of the decision-making that was formerly the board's prerogative. Yet the need for a vigorous and informed lay leadership in education is stronger than ever. Can school boards adjust to this era of conflict without relinquishing the tradition of local control of education?

This was the basic question at the Cubberley Conference, an annual project of Stanford U. and in 1966 devoted entirely to an analysis of the major problems facing school boards. Co-sponsored by the National School Boards Association and the Institute for Executive Secretaries of State School Boards Associations, the July conference involved 400 board members and educators in three days of lectures and discussions. H. Thomas James, dean-elect of Stanford's School of Education, was conference director.

Discussions were based on research conducted in all parts of the country. Main speakers presented new, and in some cases preliminary, findings from national school board studies now being conducted at various universities. Among the ideas presented at the conference:

- Conflict, successfully managed, signifies a healthy school board.
- The public is uninformed about the role and limitations of school boards, as are board members themselves.
- State laws should define in detail the responsibilities of school administrators.
- Boundaries in urban areas should be redrawn to include both urban and suburban children.
- City schools need massive funds for compensatory education, but school boards have not been in the forefront of the campaign for aid.
- Boards, which must face sharing decision-making with teachers, need to learn and use managerial techniques in collective bargaining.
- Good boards will provide a good superintendent with "running room."
- Federal aid has increased the power of the superintendent and decreased that of the school board.

Details of these presentations follow, but none of them provides overall answers to the problems. They do indicate, however, that school board members now have a growing source of research data and analysis for their own reform movement.

DIRECT, DON'T DODGE, CONFLICT

Local school boards, beset by consolidations and encroachments upon their policy-making duties, are out searching for a purpose while their primary one is impatiently waiting back at the board room. Conflicts, an inevitable item on school board agenda, should not be avoided, H. Thomas James told the opening session of the Cubberley Conference. Rather, school boards should consider the successful management of conflict "a principal function."

Dean-elect of the Stanford School of Education, James has been working for more than two years on a special study of school boards sponsored by the Carnegie Corporation. His address to the Conference, "The Dimensions of Conflict," contained preliminary findings of studies of conflict in 60 school districts in 20 states. And he appropriately subtitled it, "Who Bugs Whom in the Board Room."

School boards that conduct meetings that are happy and free of discord are almost certainly "ineffective," James said frankly. "...Conflicts involving local boards of education are inevitable. Continuing social order requires the existence of agencies capable of hearing the demands raised by our marvelously heterogenous people and resolving their frequently conflicting demands in ways that are reasonably satisfactory to all."

The local school board has undergone a great deal of change--more than four fifths of the school boards that existed in 1932 have disappeared and the number of school board members declined, during the same period, by half a million. A century ago school boards had considerable executive as well as legislative authority, but they now are restricted to policy-making. Even some of these functions have been assumed by policy bodies at the state and national levels, and the function of the local board "has gradually declined to a rule-application and rule-adjudication function in which boards mediate the terms for applying general policy to local circumstances."

In the meantime, school boards have become increasingly involved in conflict. James discussed five areas of conflict within the school district --defined in his studies by the participants involved. They are:

- School Board-Superintendent Conflicts--Symptomatic of this conflict is the broken contract. Citing a doctoral study on broken contracts, James said that communities where this happened were most likely to be undergoing rapid growth. The most frequently cited failures of the superintendents involved were poor personal and public relations, incompetence, and lack of training for a top administrative job. Some conflict is unavoidable, James pointed out, because board members are locally oriented while school superintendents have more cosmopolitan norms. "Exploring and sharing different points of view is perhaps the most important thing that boards of education and superintendents can do to improve their perspective on issues and possible courses of action, and to improve their effectiveness," James said. "Finding the time and creating the atmosphere of mutual trust and security necessary to such exploration is extraordinarily difficult, but the rewards are great...."

- School Board-Teacher Conflicts--Using outside teacher association investigations as a symptom of conflict, James mentioned these characteristics that produce conflict--two thirds of the investigations occurred in elementary school districts, the people in the districts were of lower social status, and boards whose members had been in board service longer were better at managing the conflict. In general, the complex relationship between the school board and teachers has been made more so in recent years because of the insistence of the teachers that they be involved in redefining that relationship.

- School Board-Community Conflicts--Two problems make it difficult for school boards to fulfill community expectations, "the fundamental struggle between citizens who demand improvements in educational services and those who demand reduction in the tax burden" and "an element of unreality in the community's perception of the power and function of the board of education." The end result of conflict, recall election where it is legal, only intensifies conflict and prolongs it.

- School Board-State Conflicts--This problem has only begun to be explored but two symptoms show a high degree of conflict--removal of board members by the chief state school officer and withholding of state funds.

- Board-National Conflicts--Studies in this area also are only preliminary, but the symptom that is being analyzed is the refusal of federal funds by local school boards.

In addition to these local conflicts, school boards increasingly have become involved in fundamental conflicts in society. James discussed three--religious antagonisms, which will continue for at least a decade as local school boards and the nonpublic schools work out solutions to problems imposed by federal aid; racial antagonisms; and economic cleavages, recently increased as a problem for schools because of the cooperative relationships that must be worked out with new institutions funded by the War on Poverty.

"Local conflicts about these three pervasive social cleavages," James reminded the participants, "can be precipitated by events as common as a clash of wills between a child and a teacher, or as complex as the clash of ideologies among individuals supporting communism, fascism, and democracy."

Much of the conflict that surrounds school boards comes about because they are groups of human beings. Boards in conflict, said James, often fail to "achieve cooperation, mutual trust, and solidarity among members of the board and top school administrators." The strategy of the successful board must be "to free the rational part of each board member's mind from the irrational at the times when decisions must be made...." James concluded:

"Some may argue that avoiding conflict is the proper strategy for a board of education to follow and that the very existence of conflict involving local boards is an unhealthy sign; I bring you a different argument, that it is the successful management of conflict which marks a vigorous and healthy board of education."

WHAT DOES THE SCHOOL BOARD MEMBER DO?

If research under way in Wisconsin is on the mark, the average citizen doesn't know much about how school boards function, or what school superintendents are supposed to do. Even school teachers have relatively little knowledge about school board operations, and, surprisingly, the school board members themselves don't agree on what they or the schools are supposed to do.

That was the dismal picture presented to the conference by John Guy Fowlkes, professor of education at the School of Education, U. of Wisconsin, and former dean of the School. "The circumstances just reported seem to suggest clearly," Fowlkes concluded, "the necessity for much more enlightening communication between the schools and the public."

What Fowlkes had to go on was a preliminary report of research being conducted at the U. of Wisconsin with the aid of a $240,000 grant from the U.S. Office of Education to determine what the average citizen expects of school boards. Fowlkes reported that his data were drawn from 12 school districts which have been established statistically as a representative sampling for Wisconsin as a whole.

"It is apparent," he said, "that citizens in general have little knowledge about the school board role and about how the board of education functions in the school organization. People are really quite naive about who should make the decisions which are necessary in the day-to-day administration of school systems." (Those who have children in school, however, have quite specific ideas about what "the schools" should do.)

"School board members are generally in disagreement concerning both the functions (role) of the board and the functions of the school," Fowlkes continued. "School board members generally have conflicting expectations concerning their functions, the nature of what the educational program should be, and the relative emphasis within the various segments of the educational program." They also tend to downgrade their position, regarding it as less important than do other citizens, including teachers and other public officials.

Observations of school board meetings indicate that members tend to avoid tackling basic issues and sometimes back into decisions by taking actions which result in basic policy changes without explicitly recognizing the change, Fowlkes added. Of school teachers, he observed that the data indicate "they have considerably less knowledge than might be expected, or certainly hoped, concerning expectations in relation to the function or job of the schools in such specific areas as the educational program, pupil personnel, business and plant management, et al." Discussing the findings in the completed research, Fowlkes mentioned:

- Religious affiliation significantly affects citizens' expectations for the schools. By way of illustration he reported that Lutherans who send their children to private schools are "the most conservative group" in the Wisconsin study, and that they differ markedly in their school expectations from Lutherans who send their children to public schools.

- Political affiliations importantly influence the citizens' idea of what they expect from the schools, but these expectations are neither systematically related nor consistently directional. Income and educational level of the citizen, however, tend to produce both systematic and directional consistency.

- Certain personal characteristics of school board members tend to make them effective. Among these are: uses good judgment, holds strong convictions, speaks well, knowledgeable about the schools, open-mindedness, intelligence, and fairness. Contrarywise, school board members are ineffective when they are too quiet, inexperienced, lack knowledge, have "abrasive" personalities, lack conviction, good judgment, or education.

"The basic and truly all-important role which a school board member must play is that of being himself," Fowlkes said. "Valuable and effective service by a school board member demands that he reach decisions and cast his vote in terms of what seems to be best for the boys and girls who are attending the school. No school board member can consistently act in the fashion just suggested if he thinks in terms of any particular group, be it political or denominational."

Fowlkes considered the "delicacy and importance" of the relation of school board members and their superintendent to be obvious. "This relationship, to be lasting and of fullest and best service to a community, must enjoy mutual respect." Good school board members, he continued, may have natural, long-standing social relationships with members of the school board staff, but the presence of so-called "buddies," "pipelines," or "henchmen," who feed information to individual members cannot be tolerated.

"Mutual respect among the members of a board is imperative. Oneness of purpose, namely, the best possible educational opportunity for every boy and girl attending the school system, should be the only governing criterion for boards of education.... The best ballots by boards of education are those that represent a consensus, not the conviction of a close majority."

School board meetings, he suggested, should be open to the public, except those which deal with "delicate matters." Standing committees should be avoided by boards of education, although there is frequent necessity for special committees appointed for specified periods of time. Local school boards must deal also with other units of local government, and they should also be concerned with the views of a vast number of private agencies in the community, Fowlkes said.

"The desirable relationship between public and private local schools," he continued, "is a matter which, in my judgment, has long needed a much more careful review and arrangement than exists in most of our communities. To my mind, this pertains to both parochial private schools and nonparochial private schools. While the long-held slogan of separation of church and state still seems to be an appropriate one in this country, this in no way seems to exclude the desirability and feasibility of regularly sustained, jointly planned cooperation between local public schools and all private elementary and secondary schools."

SCHOOL BOARD AND THE SUPERINTENDENT

That the school board is a policy-making agency and the school superintendent the administrator of its policies is taken for granted in most of the nation's school districts. But a closer look finds school boards sometimes meddling with administrative efforts, and administrators sometimes dabbling with policy matters because there is a "gray area," where the administrator serves the board not only as a professional adviser on policy, but on occasion initiates policy questions and expresses his judgment. There are also occasions when a matter of administration may be so important to the community that the superintendent must call on the board for advice.

And so there is an inevitable overlapping role of adviser and consultant which the school board and administrator must share, each with the other, with reciprocal respect for each other's area of competence. If that mutual respect is absent, the board should hire a new superintendent or the community should elect a new school board.

To clarify this situation, the meeting was told by Max J. Rubin, former president of the New York City Board of Education, state legislatures should be asked to define the responsibilities of the superintendent and impose upon him, by statute, their execution.

"I believe that probably the single most important problem (confronting the schools) is the uncertainty and confusion on the part of board members, chief school officers, legislatures, and the public as to the legitimate areas of responsibility of the board, particularly in its relationship with its chief professional officer...," Rubin said.

"For example, whether the system should put a heavy emphasis on the physical sciences, whether citizen education courses are worthwhile today, whether home economics and driver training is still a legitimate use of teacher and student time, are decisions that do not require graduate training in education or a professional educator's certificate.

"On the other hand, the board cannot assess the quality of a probation teacher's performance, nor how a given course should be taught; nor should the board be concerned with how much chalk and paper may be necessary; nor does the board know which are the best textbooks to be used at a given grade or with respect to a given subject."

Public education, measured in terms of dollars or by any other test, is by far the most important governmental function being discharged at state and local levels, Rubin added. This responsibility is turned over to groups of laymen, generally not compensated for the task (some receive minimal compensation), and they are expected to discharge it on a part-time basis. They should be freed of administrative responsibilities so that they may have the necessary time for the serious policy program facing them, he said. Among recent developments which have made the work of school boards today much more demanding than in the past, Rubin discussed two, which he termed of basic importance.

"The first is the great increase in public interest and concern and

involvement with schools.... Citizen interest has increased steadily...and the infusion of tremendous sums of federal money has produced a national awareness that an adequate education is of critical importance....

"A second far-reaching development is that boards of education face not only strict educational problems but social issues as well, many of them emotionally charged. They must cope with the problem of desegregation or integration; the church-state issue particularly as a result of the recent federal legislation; the growing militancy of teacher organizations; the increasing emphasis upon the needs of disadvantaged or deprived youngsters...."

One provision of recent federal law, Rubin noted, is specifically addressed to strengthening state departments of education. He expected this to lead to a more intimate and direct relationship of the state with local school boards. At the local level, particularly in large cities, Rubin continued, he anticipated municipal leaders demanding a greater voice in the administration of schools. He foresaw local mayors demanding that voters view their school systems as municipal agencies, despite the fact that local school boards are creatures of the state.

"The implications are serious," Rubin said. "The fullest coordination, consultation, and cooperation in the planning between the school system and municipal agencies is sound and can be effective. But the undermining of the operating autonomy of the school system and the policy responsibility of the board would be regressive and unsound."

A possible reform, Rubin suggested, would be to submit to the voters a budget split among possibly a half dozen items. He pointed out that when the budget is submitted in one piece it brings together, to vote against it, those who may feel that the adult education program is too generous, another group that too much money is spent on maintenance, a group which objects to too many stenographers, and another which feels there is too much stress on athletic activities. A sound school budget, under the existing system, can be defeated, Rubin pointed out, by collections of what amount in fact to minority votes. As a further refinement, Rubin proposed that a vote be taken only on that portion of the budget which is truly discretionary.

Who Deals with Teachers?

Superintendents, and not school board members, should deal with teacher organizations which have, in recent years, exhibited a new militancy resulting in strikes or sanctions, Max J. Rubin, former president of the New York City Board of Education, told the Conference. Unions, he said, "must have an enemy"--the employer--in order to exist.

"The school board, however, does not view itself in the same light as an industrial employer. It is not interested in earnings and dividends. It views itself as a public trustee charged with the responsibility, and therefore possessed of the power, to determine the priorities in unmet needs facing its school system."

CHILDREN LOSE TO TAXPAYERS IN CITIES

Do cities receive more state education aid than suburbs? Do city school boards effectively lobby for more state aid? Are old school buildings an insignificant factor in dropouts? Is quality of education more important than family income to schoolroom achievement? The answer to all these questions is no. In the first public report of a Syracuse U., Carnegie-financed study of policies of large city school systems, the director, Alan K. Campbell, presented the Cubberley Conference with some surprising findings. And they all seem to go against the city child's chances for a good education.

In the area of financing, the study shows that financial resources have increased considerably for education during the past decade, but public elementary and secondary education has kept pace only with other public services --the bulk of the increase has been for higher education. Ten years ago the central cities were spending about the same per pupil as their suburbs, but latest statistics show that in at least 31 major metropolitan areas, more money is being spent for students in the suburbs. Ironically, the suburbs also receive more state aid than do central cities--a discrimination, Campbell said, that was once justified to compensate for the smaller property tax potential of outlying areas.

The project, under the direction of the Metropolitan Studies Program of Syracuse U., also is studying the factors that affect educational achievement of city children. Using test results and other data on Chicago and Atlanta, the researchers found that family income was the most important determinant for school achievement. Teacher characteristics--experience, salary, turnover--ranked next. In the case of dropouts in Chicago, the most significant variable was the age of the school building, indicating that the newer the building the fewer the dropouts. Campbell summarized the data:

"The socioeconomic characteristics of the neighborhoods from which the students are drawn are the most important cause of differences in levels of achievement. The in-school variables, those matters which are under control of the school people, seem at best to have a marginal impact. This evidence does raise some question, therefore, as to the validity of simply arguing that what is needed in low income school areas, most of which are concentrated in central cities, is more money for education. There is obviously a need for a direct attack on the socioeconomic characteristics."

Evidence suggests, said Campbell, that the present or anticipated level of aid to disadvantaged children "will simply not do the job" (reducing class size by a few students, for example, has no effect, while scattered evidence shows that cutting class size in half does have important results). What is needed is "the infusion of rather massive resources into disadvantaged schools."

In order to distribute educational resources more equally between city and suburb, Campbell proposed that district boundaries be redrawn to "reflect more accurately the total population distribution of the metropolitan area." However, he admits that this is not politically feasible at the present time. And, while metropolitan-wide school districts would lead to greater equality in suburban and city expenditures, they would not take care of the need for compensatory education in the disadvantaged area.

Campbell criticized city school boards for being more tax- than expenditure-conscious. They tend, he said, to calculate how much tax increase the community will tolerate rather than to concentrate on expenditure levels necessary to do the educational job. Conclusions from the studies: substantial additional funds cannot be raised locally; city systems will have to turn to state or federal aid. However, the present pattern of outside aid:

- Discriminates against the cities.
- Tends to reduce local effort in cities.

Both of these problems will have to be solved, Campbell said, but more important will be to direct the aid at the most important problems. So far, aid at the state level has not emphasized compensatory education, although a few states are moving in that direction (a special case study of the effort of city school boards to increase their aid from state legislatures shows that the boards of education in Chicago, Boston, and San Francisco played "a relatively small role in supporting state aid for compensatory education"). In fact, once the issue of financing moves away from the question of local tax rates, school boards play a minor role. Campbell said that, although the present federal aid program is designed specifically for education of the disadvantaged, "there is no evidence of any strong activity on the part of local school boards to increase federal aid." It is hoped that "a coalition of local business leaders, school board members, school administrators, and teacher organizations could bring substantial pressure to bear on behalf of increased education aid to cities. No such coalition now exists."

"In summary," Campbell said, "the present allocation of fiscal resources works against education in cities. The lesser resources applied to education in the cities apparently hold down educational performance, particularly in low income neighborhoods. Additional resources, if massive enough, would probably improve educational achievement. The political possibilities of finding such resources for central city education are, at best, uncertain."

But No Limit to Frustration

Campbell emphasized that the environment and the educational decisions which emerge from it are inseparable. The environment indicates the kind of policies which are necessary, and it also sets the limits on policy innovation. He explained:

> "A good example of this double-edged character of environment is the integration situation facing many large city education systems. Characterized by racial ghettoes, the environment may dictate a policy of school integration; yet in many cities, with the Negro proportion of public school population well over half, the only means of accomplishing integration would be to redraw district lines in such a way as to combine city and suburban school populations. The political environment may make such a redrafting of school district lines impossible. Thus, the social environment dictates changes in education policy while the political environment prevents it."

TEACHERS EXPECT BOARDS TO BARGAIN

Like it or not, school boards across the country must reconcile to increased participation by teachers in the affairs of public schools, and the conditions are being conveyed to school boards through teacher organizations and collective action.

There are two poles of thought on the eventual outcome of the "new militancy" of teachers, Wesley A. Wildman, director of a U. of Chicago study on collective action by teachers, told the Cubberley Conference. Some experts think it will be limited to salaries and only certain aspects of working conditions, while others believe that school boards will have to share their traditional control over determining all educational policies. Indications are that the latter will be true, Wildman said.

A recent survey of the 6,000 largest school systems in the country, conducted by U. of Chicago faculty, showed that some form of collective bargaining with teachers organizations was being practiced in 1,700 of them. Eight states now have laws relating to collective negotiations in the schools. A recent decision by a trial examiner of the Michigan Labor Mediation Board found that the evaluation of curriculum and class schedule, size of classes, selection of teaching materials, planning of facilities, and other working conditions were "the proper subjects of collective bargaining." If this decision is upheld, Wildman said, a "revolution (in public school management) may not be too far off."

Collective negotiations in education have not avoided the strike, and Wildman himself believes it is not "an unmitigated disaster for children to miss an occasional day of school as a result of a teacher strike; nor do I feel that a strike by teachers in any given system must necessarily be in conflict with a proper concept of professional behavior...." However, he added it was unlikely that the public "is about to grant power to strike against monopolies that it itself establishes to provide relatively essential services."

What should be emphasized in collective bargaining is a more rational and unpolitical approach to making decisions about education: "Where there is conflict, impasse procedures which provide for fact-finding, mediation, and arbitration based on principle and exhaustively researched facts will result in reason and not power being the decisive factor in the resolution of disputes." Also, as the negotiating relationships mature in education, teachers will be responsibly involved in the making and balancing of the budget and in decisions concerning the entire operation of the school system.

In some examples impasse procedures have not led to more rational decision-making. Wildman described recent Michigan school strikes which occurred after legislation had been passed that granted organization and bargaining rights for public employees. Teachers went on strike in at least seven school districts enrolling 80,000 students.

Among the reasons for failure of the negotiating process in Michigan, Wildman mentioned unfamiliarity with the new Michigan statute and with collective bargaining in general, intense rivalry between NEA and AFT organizations, a political climate highly tolerant of overt action by employee organizations,

reluctance of school boards to move on teacher demands, and the failure of the statute to make fact-finding a specific procedure.

Although comparisons with collective bargaining in the private sector cannot determine the course in public education, Wildman does see similar dynamics. Among those that school boards should be concerned with as managers:

- Although the requirement to bargain does not carry a corollary requirement to abdicate responsibility, it is a practical fact that matters discussed for the purpose of mutual decision-making are often compromised when they become subjects of dispute between the board and the teacher organization.

- The teacher organization, like any union in private industry, must have something to "deliver" or "take back" to its constituency.

- School boards must accommodate to the "bargaining facts of life" and learn to employ appropriate tactics. This includes "attempting to at least make it appear in negotiations that the teachers were successful in getting more than they would have in the absence of negotiations and collective bargaining." A few school boards, Wildman said, "are proving amazingly adept in hiding even relatively large sums of money to be released for salary purposes only at the 'eleventh hour....'"

- The first contract to be bargained in a school district often is the most difficult hurdle. Some bitterness and hostility are healthy norms for initial contracts because of the desire of the teacher organization to make everything up at once, and the board's and administration's desire to go easy.

- Competition between teacher organizations or factionalism within the organization increases conflict with the administration. Wildman pointed out that competition does not have to be local. "For instance, an NEA affiliate with no AFT rival in its district may be trying to negotiate a comprehensive contract to be used, say, as a propaganda counter to the New York agreement in the nationwide NEA-AFT battle."

- School boards must make "tough decisions" as to whether to continue to communicate directly with the staff or to deal exclusively through the organizational representatives.

- There will be some confusion and preoccupation with procedure in determining the roles to be played by the top administrative and policy-making personnel under the advent of collective bargaining. More than 75% of the superintendents in Wildman's study took the initial responsibility for conducting the relationship on the management side. As the relationship matures, "the board finds negotiating too time-consuming and is glad to delegate the chore..." and the superintendent finds that he needs to have responsibility for negotiating "if he wishes to maintain a desired degree of control over the administration of his system...."

Much of the school board conflict researched by Stanford U. has taken place in California. One study identified 37 contracts broken with superintendents between 1947 and 1962, and noted that the number broken annually is increasing. The average tenure at the time of termination was 6.4 years; thus most of the superintendents were in at least their second four-year contract. Most of the boards breaking these contracts had no written policy manual, no mechanism for participation of teachers in policy, and frequently interfered in administrative matters. The superintendent had made rules that changed existing patterns of operation. Another study on board-teacher conflicts found 35 districts that had been subjected to California Teacher Assn. investigations between 1957 and 1964. Curiously, the higher conflict districts had made larger percentage increases in teacher salaries over the preceding five years than districts that were matched with them in the study. Another phase of the study, recall elections, found 100 elections to recall school board members in California between 1946 and 1965. The number of recalls per year has been increasing steadily throughout this period, despite a decline in the number of school districts. All these studies were cited by H. Thomas James.

▶ The improvement of all schools of all kinds at all levels is essential to fulfill citizens' expectations, according to John Guy Fowlkes. He suggested: school calendars planned in terms of 12 months, with appropriate vacation periods (not a suggestion, however, that children go to school for the entire year); an increase in various specialists with varying depths of experience for school staffs (e.g., clerical-stenographic, equipment specialists); reorganization of school staffs and school plants; and the awarding of diplomas on the basis of accomplishment and social maturity as opposed to arbitrary lengths of days of attendance at schools.

▶ While the resources for public education have increased substantially in the past decade, local school expenditures actually have increased only as much as general expenditures, Alan Campbell pointed out. Total state and local general expenditures have increased by 126% during the last decade while education expenditures have increased by 151%. If education, however, is broken into its component parts, it is higher education which accounts for most of this above-average growth. In fact, local school expenditures grew 128%, almost the same as the total state-local expenditures, while expenditures for public higher education increased 290%.

▶ A central point in the Metropolitan Studies Program project with policy-making in large city school systems is the difference between suburban and central city financial support. For a sample of 35 large metropolitan areas, outside central city total expenditures per pupil in 1962 were $559.42 compared to $414.46 for students in the central city. The comparable figures for current expenditures per capita were $439 for suburbs and $376 for cities. These figures were in sharp contrast with those for 1957. In that year current per student expenditures were $303 in the suburbs and $310 for cities. "Thus," said Alan Campbell, "in 1957 central cities were spending about the same per pupil as their suburbs, but by 1962 the suburbs forged considerably ahead. This relative growth in suburban school expenditures per student is even more remarkable," he said, "when one considers that suburban school system enrollments grew between 1957 and 1962 at almost twice" the city rate.

▶ The historical record reviewed by H. Thomas James showed a "remarkable reduction" in the number of school boards. Since 1932 over four fifths of the school districts in the country have disappeared; there were 127,000 school districts then, and there are fewer than 25,000 today. The number of citizens serving on boards of education declined during the same period by perhaps half a million, while pupil populations rose by more than 15 million. Thus, the average ratio of board members to pupils has shifted from one board member for about 46 pupils in 1932 to one member for about 300 pupils today.

▶ Effective and realistic relationships between board and administration are least likely to exist where they are needed most, David W. Minar reported. A comparative study of the operation of school systems in which there are low and high levels of public conflict indicates that in low conflict situations the board tends to give the superintendent broad latitude and to focus its own efforts on community relations questions and on broad matters of educational policy. On the other hand, in high conflict places the board deals more with questions of detail, less with broad policy, and is likely to let the superintendent front for it rather than vice versa. In districts experiencing change in conflict level, when the change is toward more conflict the board draws back from its permissive attitude toward the expert, and when the change is toward less conflict the board extends his freedom.

▶ Increases in state aid result in higher total educational expenditures in both city and suburb, according to Alan Campbell's studies, but the increase is much greater in suburbs (almost the full amount of the aid) than it is in cities. A study of 1962 data found the reduction in central city school taxes to be 0.42% for every 1% increase in state aid while the comparable decrease in the suburbs was only 0.18%. As education aid for cities increases, particularly federal aid, Campbell noted, "this behavior pattern becomes particularly important. To the extent that aid results in reductions in local effort, the policy purposes of the aid are undermined...."

Don't Fracture the Structure

Before the Cubberley Conference U.S. Comr. of Education Harold Howe II suggested that school boards of major cities decentralize (see p. 21). Max Rubin, former president of the New York City Board of Education, replied in his Conference address:

"I suggest that he (the Commissioner) has fallen into error in confusing administrative decentralization, which I favor, with policy-making decentralization, which I believe can only produce problems far more serious than it solves. If there is a single municipal entity, then the critically important responsibility of budget-making cannot be delegated to several competing boards. Nor can dealings with teachers and the terms of employment be splintered into segments. Nor can so serious an issue as integration be well met if the several large communities within a city have independent policy control. If the Commissioner is concerned with the rigidities within a large system, he will find it is not due to the existence of a single board, but to a too monolithic administrative structure."

CLOSER LOOKS AT ATLANTA, CHICAGO

Careful analysis of the factors that influence the achievement of high school students in two of the largest cities of the country seemed to discount some efforts of current compensatory education projects.

The data cited by Alan Campbell at the Conference were taken from findings made by Jesse Burkhead for a large city education systems study. For all of the measures used to study Atlanta and Chicago--test scores, housing, dropouts, salaries and experience of teachers, and others--family income was the most important factor in achievement.

"It was overpowering in its significance for test scores," Campbell said of Chicago, "and was highly significant for dropouts and not as significant for post high school educational intentions. This finding about the importance of socioeconomic conditions for education is consistent with the findings made by other scholars." Overall income is not as important in Atlanta as it is in Chicago, although it still is very influential. Another variable of considerable significance in Atlanta is crowded housing.

Although the schools in the higher income areas of Atlanta received more per pupil in current expenditures, and in both cities were staffed with more experienced people teaching smaller classes, the differences, Campbell said, "may simply not be great enough to produce any measurable differences in educational achievement among schools." Generally, the study found that the socioeconomic characteristics of the neighborhood from which the students came was the most important factor in achievement. The factors that are under the control of the schools "seem at best to have a marginal impact." The evidence, he said, indicates an obvious need for a direct attack on employment opportunities, housing conditions, and other conditions of life.

The conclusions also indicate new directions for the schools. Campbell quoted Burkhead's summary of the findings: "The negative findings of this research are not unimportant in themselves. When it is discovered, for example, that class size is not a significant determinant of scores on achievement tests in high schools in Chicago and Atlanta it does not mean that class size has no possible effect on educational outcomes. It simply means that within the range of class size variation in these cities there is no effect on outcome. An incremental reduction in class size from 32 to 30 does not produce measurably significant gains in output.... But these findings tell us nothing about outcomes over a larger range of variations. A reduction in class size from 30 to 10 may produce extremely significant gains. We will never know until we try."

Campbell said that there are "bits and pieces of evidence" which indicate that Burkhead is right. His own analysis of the evidence from Chicago and Atlanta came to the same conclusion: "Reduction of class size by two or three pupils, the introduction of a few social workers to the staff, the increasing of expenditures for books and supplies by small amounts will simply not do the job. There is some general evidence that higher-priced teaching talent does make some contribution to improving school outputs. There is more scattered evidence that a heavy concentration of resources in the disadvantaged areas will make a substantial contribution...."

POLITICS THAT DIVIDES

The division of responsibility between school systems and city governments can lead both of them to "shrug off the creative roles they might play in the community," David W. Minar emphasized. He illustrated the point by describing case studies. One, a suburban school system in a large metropolitan area, is noted for its governmental fragmentation. Formerly a small rural district, it has multiplied its school enrollment by 20 times in the last decade and a half. Nearly all of the building in the district has been in residential units, and rated value in the district has not kept pace with the growth of the school population.

The unusually vigorous and responsible school board members in this district have fought to maintain a quality educational system. At the same time they have sought to participate in planning further development of the area. As a board they have opposed rezoning that allows continued construction of apartments, have petitioned adjoining villages to annex the unincorporated land, and have sponsored a community conference to discuss common problems with municipal officials. Their zoning petitions have sometimes lost in the county board and sometimes in the courts, their annexation requests have been ignored, and their community conference received a cool response. In the face of this situation, the board is growing weary and timid and retreating to the traditional posture that it is only in the education business.

An alternative route to irresponsibility is the example of a big city dealing with school segregation. The schools are highly segregated because the neighborhoods are segregated and the authorities have been committed to the neighborhood school concept. The school system has been the main focus of the civil rights movement, but school officials have complained that residential stability is needed. The school board in this community is appointed by the mayor, and is thus hard to reach by political pressure. When the municipal officials are asked about delay and half-heartedness in desegregation, they plead that politicans must not interfere with the schools.

POLITICS THAT BRINGS DISSENT

Popular participation in school affairs is a mixed blessing, David W. Minar's studies have shown. Again, using case studies, he compared two school systems with high-status and low-election participation. One has maintained a stable position, the other has gone through a gradual rise in participation and dissent. The former has only a few observers at board meetings, and most communications with board members outside of meetings are laudatory or concerned with minor affairs. Its board meetings are smooth, short, and lively, and very little if any district business is done out of public view. The superintendent is in a strong position in respect to policy initiative.

The other district has come under constant scrutiny and pressure from a fundamental education group, and every board meeting draws a fair-sized crowd that makes some presentation or asks questions of the board. Under this kind of stress the board is showing signs of internal conflict. Its meetings are long, formal, and tense, and much of the board's work is done by pre-agreement. The superintendent's policy initiative is still broad, but the board tends to chip away at it, often on unimportant matters.

MORE POLITICS, NOT LESS

A school system is a unique part of a community's political structure, which is not necessarily a good thing. David W. Minar, of Northwestern U., drawing upon his studies of educational decision-making at the local level, suggested at the Conference that a "realistic" solution to conflict in the board room would be to abolish school systems as separate units of government, putting them under the policy direction of municipalities and counties.

"Without some such step as this, school officials will have to live with the confusion the democratic system tends to create for them," he said. The politics of a city, he explained, has to do with a number of diverse services, while the school system deals with one function, and the demands on it "are likely to be specific, programmatic, often ideological." Also, because schools usually exist outside of inter-party controversy, they do not have a sustaining structure: "This means that instead of there being opposition to the established order at all times, just because that is how the system works, there is opposition only when there is something to oppose about."

Minar discussed three broad problems in community politics that exist for school boards. The first, the limits on school system responsibility, leads to frustration and/or inaction. School boards are under pressure from the social conditions that exist in their communities, but they do not have the power to deal with them (e.g., housing, zoning, health services). "If the schools are to be the major community public service," Minar said, "as relative levels of expenditure would indicate, it would seem sensible to provide them with leadership that can take active account of the full array of forces that affect the way education is done."

Popular participation in school affairs also presents a dilemma to school boards. Minar's study of 48 suburban Illinois school districts over a five-year period shows a high positive relationship between participation in school elections and dissent in the community, raising the question "whether school authorities are always apt to find popular participation helpful."

The third problem brought out by Minar concerns the division of roles and competencies in school government, a question that usually is reduced to the relative roles of board and administrator. He expressed hope in the situation where "what the board lacks in the way of competence the administrator tends to have" and "what the administrator lacks the board may have, namely, a capacity to mediate between the demands of the community and the technical requirements of the educational job." He advised that the good school board provide a good administrator with "running room." A board that fulfills this role, Minar said, "would not impose community demands on school policy, but instead would urge the superintendent to take chances and assure him it would take the heat if public opposition developed."

In summary, Minar said that his comments suggest "that school boards must face some sort of struggle with responsibility. This is, in a way, a responsibility to know more about many things, including the limits and ambiguities of their own positions in the world. The board that knows that may be well on the way toward playing an effective role as part of the community political system."

BOARD MEMBER ANSWERS MINAR

Jerry Fine, a lawyer, former teacher, and member of the Inglewood, Calif., school board, "reacted" to David W. Minar's talk on community politics and the schools from a layman's viewpoint. Not only did he agree, but he was a more severe critic of the lack of responsibility of school boards.

If their responsibilities are to be met, school boards must be activists, Fine said: "School boards are not now in a position, if they ever were, to be passive recipients of social and economic conditions." As an example, he cited the lack of response to the educational inequities of segregation, a move that could have avoided much of the disruption since the U.S. Supreme Court decision: "We looked at segregation more as a phenomenon than as a condition that required our action. Even today some of us are being dragged to the problem, rather than leading the way to its solution." He also mentioned the passive way some school boards regard the problems of poorer districts bordering on their "artificial political boundary" or, "even worse, actively resist its inclusion in our own district."

Referring to Minar's descriptions of the dilemmas of popular participation in school affairs, Fine answered that a school board, rather than respond to the demands of the community, "should, more appropriately, be responsive to its needs." Although it may not be helpful at a given moment, high community participation in school affairs and elections must be sought, he said, because this indicates "community awareness." He criticized school boards that do not support the staff at board meetings or do not try to control conflict:

"Discussions at this conference, as well as talks by at least two of its speakers, have suggested that school boards may or should be on their way out. If this is so, we are acting as ushers and providing the reasons for interment. If we are tomorrow's Brontosaurus, it shouldn't happen because our body is large and our brain is small."

On the problem of competencies in school government, Fine's reaction was that school boards and school administrations should recognize their relative capabilities--and incompetencies. In summary he said: "I think Dr. Minar and other speakers have presented observations which tell us in a scholarly and gentlemanly way that school boards have problems which they are not meeting and need competencies which they may not have."

Be a Democratic Leader

Minar explained that his ideas on popular participation in school affairs were not meant to undercut democracy but to strengthen it:

"If the school system were to function as we suggest, it would need to be supplied with well-equipped experts--experts whose competence extends to the whole array of sociopolitical matters that impinge on the educational enterprise. Board members also need to be willing to run the risk of severe public censure for no other reward than a sense of fulfillment of public duty...."

LIVING WITH BIG BROTHER

Dealing with groups that want to impinge on or influence education has been a major concern of school boards for a long time, but now the biggest of all, the federal government, has upset the applecart.

Roald F. Campbell, dean of the Graduate School of Education at the U. of Chicago and co-author of The Organization and Control of American Schools, described an historical equilibrium that has existed in public education at the local level between school boards and the numerous groups that try to influence them. "It is my contention," he said, "that recent federal activity in education has created disequilibrium for many school boards and that a new equilibrium is being established in which school boards will have a somewhat more restricted role than they have had in the past."

Campbell sees a school board as the melting point between the school and its norms and the larger society and its values. New school board members, he pointed out, tend to reflect the values of their constituent groups, but the more experienced board member becomes more and more socialized to the values of the school. The groups that try to influence school boards, as discussed by Campbell, were government, clients, employees, colleges, testing and curriculum movements, special interest groups, and business firms.

Most of these groups, he explained, have local, state, and national expression. An example of a shift of balance has occurred in curriculum development, once chiefly the concern of individual school districts. However, the "prestige of the scholars involved (in curriculum reform), generous budgets, the employment of curriculum specialists, the help of selected teachers, and the ready cooperation of many colleges in the organization and conduct of institutes for teachers provided new curricula which most boards of education could not ignore," he said.

The groups behind curriculum reform are backing national educational assessment, and, although the program is not designed to test particular schools or districts, Campbell believes that "once national assessment is in operation it would seem reasonable that school boards would be pushed to compare educational outcomes in their districts with similar districts."

He predicted that school boards will feel even greater pressure from businesses. Large companies are making substantial investments in educational technology, and "must promote vigorously the sale of their products."

Beginning with the GI Bill in 1944, federal activity in education has greatly increased in funding programs, but there has also been an increase in indirect influence on schools, Campbell said. He mentioned that the national curriculum programs were largely produced by university-based scholars, "hence universities have been enlisted on the side of federal efforts to improve the schools. Federal legislation...has encouraged many business firms to produce instructional aids.... One other example of indirect influence is found in President Kennedy's Executive Order No. 10988 issued in 1962 in which he authorized the application of bargaining procedures developed in private industry to federal employees. This action has provided increased grounds for teacher groups to seek bargaining rights with boards of education."

Drawing upon studies, the scope of legislation, and reports from administrators, Campbell outlined the influence of federal legislation locally:

- The superintendent is assuming a greater role. The deadlines which have been required have not permitted mutual planning by board and superintendent, and the complexity of the new federal programs has compounded the problems of the board: "Under these conditions many superintendents and their staffs have been given wide latitude...."

- Boards accept federal priorities. Boards have tended to go along with federal programs ("most boards have not been able to resist the argument that we ought to get our share of the money"), even when the members felt that other needs should have priority.

- Boards share decisions with other community agencies. Title III of the Elementary and Secondary Education Act, for example, makes participation of other groups mandatory "and thus the independence of the school board is somewhat diminished." Aid to the nonpublic school goes beyond just a sharing of decision-making. Campbell also said that local school officials in one state had more problems with poverty war programs than with those from the USOE.

- Interdistrict and superdistrict collaboration is often required. Of the first 217 projects approved under Title III, 63% covered two or more districts, illustrating that federal legislation "is creating a series of administrative units which are superordinate to the local district."

- Boards are required to enforce federal policies: "In the civil rights area, perhaps more clearly than in any other, we see the strength of local pressure when backed by federal statute. This combination of circumstances obviously is affecting school board decisions and limiting the alternatives open to school boards."

- Boards must make differential expenditures. In the past boards have tried to equalize the educational opportunities for all in their school systems, but recent federal legislation has required them to provide compensatory programs: "For most boards of education," Campbell said, "this is the first recognition that treatment of cultural deprivation demands not the same treatment but different treatment often requiring additional money. Judgments regarding differential expenditures are obviously more difficult to make than adherence to the presumed equality of yesteryear but federal intervention now requires boards to make these judgments."

Campbell concluded with the belief that much good can come from increased activity by the federal government in education, but he is not ready to scrap the local board of education. "Rather," he said, "I hope that all school districts will become large enough and diverse enough to command able board members and that these board members will insist on maintaining a productive dialogue with federal agencies. The new equilibrium is placing additional constraints on boards of education but their role can still be a most important one."

PARTNERSHIP FOR LAYMAN AND SPECIALIST

"Can the traditional division of educational responsibility between layman and educator survive, or have we reached the point where our schools must be run by professionals alone?"

This was the basic question at the Cubberley Conference, but this particular question was asked of a group of school administrators meeting a week earlier at the other side of the country. And it was posed by the nation's top educational administrator. What U.S. Comr. of Education Harold Howe II had to say to the Harvard Summer School Conference on Educational Administration would have both encouraged and challenged those at the Cubberley Conference. Law, custom, and reason dictate, he said, that control of the schools remain with lay boards of education.

However, present trends are making this very difficult. Howe pointed out that in education, as in all aspects of Western society, the age of the specialist has taken over: "A century ago our schools had teachers who were not specialists. The colleges and universities had subject specialists, of course, but for the most part elementary and secondary school teachers were expected to teach everything. Today we have specialists in the teaching of English, and beyond that the teaching of English as a foreign language; we have specialists in counseling and guidance, physical training, driver training, the education of the gifted as well as of the retarded. We have specialists in educational administration, as well as in just plain educating...."

This specialization has brought unqualified gains--e.g., compensatory education, individualized instruction, curriculum reform, evaluation, and research--but Howe also noted that it has widened the gap between the educator and the layman who have traditionally shaped educational policy: "A century ago, educator and layman spoke the same language; in general they agreed on the purposes and methods of education. Their cooperative endeavors produced the remarkable decentralized system of schools which has served this country so well. Today it is much more difficult to attain the unanimity of the past. Today, in point of fact, it is more difficult for the two even to converse...."

Should professional educators try to change laws and customs in order to put professionals exclusively in charge of the schools? Howe asked. He answered no, but more than just because law or custom dictates the tradition. It is a basic human right for free men to provide for their children and help shape their lives, he said, but more than that he expressed "a kind of suspicion of the professional as the ultimate controlling element in any realm."

This preference to leave final decisions to the "generalists" is not because of a "suspicion of intellectuals," Howe explained, "but stems from an intuitive sense that every government should have built into it a system of checks and balances.... The ideas of the educator can prevail only if they win the approval of the layman."

Howe admitted that this system of checks and balances seems unsatisfactory at times (he mentioned examples of superpatriotic censorship at the local level), but specialization brings its own dangers: "The professional, left

unchecked, is liable to become a dictator; a school superintendent is no more exempt from becoming a hometown Hitler than the most pompous and arrogant Babbitt who ever headed a school board." In order to improve the relationship between the layman and the professional, Howe suggested:

- Better communication between the educational specialist and the layman. He explained that by "communication" he did not mean more words but better words: "Educators have often been accused of developing a polysyllabic gibberish intelligible to them alone. I think we must not dismiss such complaints as minor and unimportant peeves.... At a time when innovations and increased specialization make education more complex, nothing is more important to its healthy growth than simple and direct communication from the professionals who lead it to the laymen who are responsible for it."

- Put other kinds of professionalism to work for the schools. Every community has varied talents, Howe said, which should be utilized--industrial researchers, business administrators, personnel directors, city planners, bankers, social workers, statisticians, builders, lawyers. These people make up a pool of leadership from which school board members should come, and they also have abilities which should be used directly to carry on school affairs. Howe also suggested that educators help to get rid "of some of the prickly requirements for school system employment."

- Broader local control of education by increasing the number of school boards in densely populated urban areas. He explained: "It seems to me absurd that our major cities, with hundreds of thousands of school children, should limit the advantage of stimulation from interested laymen on a school board to a single group of 10 or 15 members.... Multiple school boards would, of course, create some new problems of relationship to the overall board of education, but with proper fiscal and policy planning these can be solved." Decentralization, he pointed out, is the trend in many large businesses, and the Office of Education is doing the same by building up its regional offices.

- Educators change their attitudes toward laymen. The deficiencies of the schools today, he said, will be answered best by the efforts of lay people in providing the answers to problems. In fact, unless the people believe in and support the programs for change, education cannot move ahead.

"If we claim that laymen sometimes hamper the advance of the schools," Howe said, "we must also recognize that laymen built and paid for them. And they have done a pretty remarkable job. Considering the sacrifices that citizens who are not educators have made and continue to make on behalf of education, it seems to me more accurate to think of them as amateurs--in the best sense of that word--rather than as laymen. For though both words connote a lack of professional qualification, the word 'amateur,' in addition, signifies a man who does what he does for the love of it, not for what he can get out of it.... Let us seek to make the spirit of the amateur our own, for certainly the highest motivation for spending one's life in education is to do it for the love of it."

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Roald F. Campbell and Gerald R. Sroufe. "Toward a Rationale for Federal-State-Local Relations in Education." *Phi Delta Kappan* 47: 2-7, September 1965. (R. Campbell)

Raphael O. Nystrand. *An Analysis of Community Action Programs for Educational Decision Making*. Unpublished Ph.D. dissertation. Evanston, Ill.: Northwestern University, 1966. (R. Campbell)

This Is an EDUCATION U.S.A. Special Report

Actually, everything that *Education U.S.A.* does is special. Its four-page weekly newsletter on education scans major developments in pre-school to graduate level education. The editors select from hundreds of sources, including reports from their own correspondents in each state, what seems most significant or interesting for the newsletter's readers. A special two-page supplement with each issue, *Washington Monitor,* is a current report on activities at the U.S. Office of Education, Capitol Hill, and other federal agencies involved in education. Every year the editors prepare a special handbook of articles on trend-making subjects in American education, *The Shape of Education.*

Occasionally, the editors decide that some of their resource material is important enough to be covered in detail. The Cubberley Conference, they concluded, with its presentation of new and highly important research on the role of laymen in education, deserved a special report. This is the second detailed coverage in a separate report. The first, the *AASA Convention Reporter,* was a full yet concise overview of the American Association of School Administrators annual meeting in February 1966. With the present pace of developments in education the editors are sure that there will soon be other special reports.

Education U.S.A. publishes weekly, September through May, and twice in the summertime. It is produced by the National School Public Relations Association, in cooperation with the National Education Association Division of Press, Radio, and Television Relations, 1201 16th St., N.W., Washington, D.C. 20036. Subscriptions are $18 a year.

This Special Report of the 1966 Cubberley Conference, *School Boards in an Era of Conflict*, was produced by the staff of *Education U.S.A.*: Roy K. Wilson, Washington, D.C., Editorial Director; Mrs. Helen H. Cox, Washington, D.C., Managing Editor; Robert Olds, Santa Barbara, Calif., West Coast Correspondent; Joseph Hanlon, Mrs. Anne C. Lewis, Miss Patricia Platt, Washington, D.C., and Miss Meredith Howell, New York, N.Y., Editors. Mrs. Mildred S. Wainger, Washington, D. C., Circulation Manager; Miss Shirley Ann Boes, Washington, D.C., Production Manager.

Additional copies of *School Boards in an Era of Conflict* may be ordered from the National School Public Relations Association, 1201 16th St., N.W., Washington, D.C. 20036. Prices: single copy, $1; 2 to 9 copies, 90¢ each; 10 or more copies, 80¢ each. Payment must accompany orders for $2 or less.

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

November 18, 1966

MEMORANDUM TO: State Education Association Executive Secretaries, and Directors of Public Relations

Dear Colleague:

This letter is accompanied by several copies of a just-off-the-press report which you helped to make possible. Without the generous cooperation of state education associations, the annual Pacemaker Awards, now entering a third year, could not have achieved their current status as a worthwhile and newsworthy project.

The report, entitled 1966 Pacemaker Awards, summarizes briefly the achievements of those schools and school systems cited this summer. Its main purpose, however, is to stimulate thought on the part of local education associations, newspaper editors and writers, and broadcast personnel on possible nominations for the 1967 Awards which will be made public during the Minneapolis Convention of the National Education Association.

This report, which outlines nomination procedures, will be mailed next week to presidents of all local NEA affiliates, to state departments of education, to education writers and managing editors of daily newspapers and to public service directors of TV stations throughout the country. We would hope that you would share your extra copies with staff members who travel throughout your state and are thus in a position to spot exciting projects going on in various school systems. We are also sending a copy of the report to the President of your Association.

Under guidelines for this project laid down by the NEA Executive Committee all nominations for Pacemaker Awards from a specific state are to be submitted for comment to the state education association. In this connection, you should know that the editors of Parade, co-sponsors of the Project with NEA, have asked that schools and school systems which have been cited in previous years as Pacemakers should be considered ineligible for nomination in 1967.

To carry out this guideline and to facilitate operating procedures, we are providing you with a supply of nomination forms which may be sent on request to local association presidents and others in your state who express a desire to make a nomination. Each completed form would be returned by the local association to you for comment. You would then relay the nominations before February 1, 1967 to: Pacemaker Nominations, Division of Press, Radio, and Television Relations, National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036. More information on the nominations procedure is contained in the enclosed timetable.

We look forward to some exciting entries from your state for the 1967 Pacemaker Awards, and once again, thank you for your very considerable assistance and continuing support.

Cordially yours,

Roy K Wilson

Roy K. Wilson, Director
Division of Press, Radio, and
Television Relations

Enclosures

TIMETABLE: 1967 Pacemaker Awards Nominations

Nov. 18, 1966	State Education Association (executive secretary, public relations director) is supplied with several copies of the report, 1966 Pacemaker Awards and a set of 1967 Nomination Forms.
Nov. 22, 1966	President of each local education association affiliated with NEA in your state is sent a copy of the report and invited to consider worthy nominations for 1967. Presidents are advised to request Nomination Forms from their State Education Association.
Nov. 1966 - Jan. 1967	On request State Education Association supplies Nomination Forms to local association presidents.
Nov. 1966 - Jan. 1967	Local associations return completed Nomination Forms to State Education Association.
Feb. 1, 1967	State Education Association routes all nominations, together with any comment or suggestions, to: Pacemaker Nominations, Division of Press, Radio, and Television Relations, National Education Association, 1201 - 16th Street, N. W., Washington, D. C. 20036.

Note: Beginning this month, State Departments of Education, daily newspapers and television stations in each state will be provided with Nomination Forms and invited to submit nominations directly to Washington Headquarters. Each nomination from these sources, however, will be verifaxed and shared with the State Education Association under guideline procedures.

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
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For Further Information:
Howard Carroll or Robin Dorr

FOR RELEASE: 6 p.m. Tuesday
November 15, 1966

NEA Launches Nationwide Campaign
To Make Teaching More Manageable

WASHINGTON, D. C., Nov. 15--Educators, long accustomed to a kind of isolated confinement in the classroom, are launching a nationwide campaign beginning today in 26 communities in an effort to make the job of teaching more manageable.

During the next 18 months, this massive and revolutionary program will involve upwards of 40,000 educators in more than 50 communities in all sections of the nation, according to Don Davies, executive secretary of the National Commission on Teacher Education and Professional Standards. NCTEPS is a unit of the National Education Association.

"Teachers can and are insisting on their professional right to spend the bulk of their time teaching while calling on the available talent in every school system to take over necessary--but non-teaching duties," Davies explained.

For example, the 50-plus demonstration centers--including the 26 opening today--will illustrate, with the assistance of auxiliary personnel, specialists, consultants and administrators, how a teacher can operate more efficiently in the classroom when he has the combined assistance of the total school force as well as help from in the community.

"We have long known that a teacher cannot concentrate his entire attention on the vital business of education if he spends much of his time monitoring cafeterias, helping with galoshes, collecting lunch money and miscellaneous chores that can and should be done by others," Davies said.

(More)

Very few people outside of the education community are aware that most school systems employ non-specialists as well as specialists--all the way from housewives serving as part-time volunteers to school psychiatrists, according to Davies.

The teacher is the pivotal point of the classroom around which supplementary and auxiliary staff revolve, react and interact, he adds.

With this in mind, the TEPS Commission kicked off its Non-Conference Year with the theme, The Teacher and His Staff. The Commission selected the demonstration centers in areas that have successfully utilized specialists and non-specialists in assisting the classroom teacher.

The demonstration centers, which are primarily established in elementary and secondary schools, are also located in such places as county government agencies, YWCA, private and parochial schools, junior colleges, and mental health institutes as well as other public institutions.

The demonstration centers will hold open house for thousands of educators who will study the results of optimal use of persons with teaching and non-teaching talents. While the program is tentatively set up to last for 18 months, the project is designed to be a continuing study, Davies said.

"Overcrowded classrooms and a shortage of teachers--even undertrained teachers--are the biggest educational nightmares we face today," Davies contends. "We can solve these problems if we attract the right kind of men and women into the profession and let them teach. Many of our schools--private, parochial, and public--have quietly set about to accomplish this end. It is time the entire education community be made aware of the giant steps that have been taken."

Applications for the demonstration centers come from all types of schools--large and small, public and parochial--from kindergarten through college, overseas schools, and even government agencies such as the National Teacher Corps. (Location of demonstration centers are on a separate sheet with this release.)

(More)

Following an investigation of the nominated project by a representative of NCTEPS, a selection committee names the more outstanding programs to be included in the nationwide live-case study. Evaluation reports on the demonstration centers will be made by July 1967.

James L. Olivero, assistant secretary of NCTEPS, is coordinator of the Non-Conference Year.

# # #

11/15/66

DEMONSTRATION CENTERS

FOR THE YEAR OF THE NON-CONFERENCE

"THE TEACHER AND HIS STAFF"

(The following demonstration centers are open for observation to registered visitors beginning Nov. 15, 1966.)

Riverton Public Schools, Riverton, Wyoming
Mill Creek School, Ethette, Wyoming
Timberland Regional High School, Plaistow, N. H.
Salesianum High School, Wilmington, Del.
Garland Junior College, Boston, Mass.
Hisamatsu Tamura Elementary School, Huntington Beach, Calif.
Poway High School, Poway, Calif.
Erie County Board of Cooperative Services, Buffalo, N. Y.
Barrington Consolidated High School District and Community Consolidated Elementary School District, Barrington, Ill.
Cleveland Heights-University Heights City School System, Cleveland, Ohio
Empire Elementary School, Freeport, Ill.
Theodore High School, Theodore, Ala.
Palm Beach City Board of Public Instruction, West Palm Beach, Fla.
University of Miami School of Education, Coral Gables, Fla.
Lawsonville Avenue Elementary, Reidsville, N. C.
Washington Administrative Unit, Washington, N. C.
North High School, Des Moines, Iowa
Muskogee City Schools, Muskogee, Okla.
Lulu Walker Elementary School, Amphitheater Public Schools, Tucson, Ariz.
Somersworth School District Supervisory Union 56, Somersworth, N. H.
Edina Public Schools, Edina, Minn.

National Teacher Corps projects selected as demonstration centers include: Fannindel Independent School District, Ladonia, Tex.; University of Miami, Coral Gables, Fla.; Ford Road Elementary and Memphis State University School of Education, Memphis, Tenn.; New Mexico State University, Las Cruces, N. Mex. The Capital Job Corps Center at the YMCA in Washington, D. C., will also be included.

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
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October 31, 1966

MEMORANDUM TO: Writers and Broadcasters

Enclosed is a copy of a press release about the Annual Convention of the American Association of School Administrators which will be held in Atlantic City, New Jersey, February 11-15, 1967.

Some 30,000 school administrators and other educators are expected to participate in this annual meeting.

For the convenience of newsmen covering the Convention, a fully equipped press office will be in operation in Room 8 of the Atlantic City Convention Hall beginning at 9 a.m. on Friday, February 10, 1967.

We extend a cordial invitation for you or your representative to cover the Convention. If you wish assistance in obtaining hotel accommodations, please fill out and return the enclosed form. We shall appreciate it if you will notify us of your housing needs as early as possible, preferably by December 15.

Cordially,

Roy K Wilson

Roy K. Wilson, Director
Division of Press, Radio and
Television Relations

Enclosure

P.S.: If you would like to receive a more detailed outline of the Convention program this will be ready in early January. Indicate on the reply form if you would like us to send a copy to you.

To: Mr. Roy K. Wilson, Director
Division of Press, Radio and Television Relations
1201 - 16th Street, N.W.
Washington, D.C. 20036

Our representative will cover the Annual Meeting of the American Association of School Administrators at Atlantic City, New Jersey, February 11-15, 1967.

Please reserve the following accommodations in the name of:_____

Single Room_____ Double-Bedded Room_____ Twin-Bedded Room_____

Arrival Date_____ A.M./__/ P.M./__/

Departure Date_____ A.M./__/ P.M./__/

We will make our own hotel reservation /___/

Please send me, in early January, an outline of the 1967 Convention Program to facilitate my planning of Convention coverage. /__/

_____
Name of Organization

_____
Name

_____
Mailing Address

_____
City State

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For further information:
Howard Carroll or Joseph Hanlon

FOR IMMEDIATE RELEASE

Plans Set for AASA Convention
In Atlantic City in Mid-February

WASHINGTON, D.C., Oct. 31--School racial policy, the federal government's role in education, and relationships between school administrators and classroom teachers are among the highlights set for discussion when 30,000 school administrators and other educators meet at the American Association of School Administrators' annual convention Feb. 11-15 in Atlantic City.

Mayor Willy Brandt of Berlin, Germany, will be the principal speaker at the fourth general session to be held in the evening of Feb. 12. John W. Gardner, Secretary of the Department of Health, Education, and Welfare, is to speak at the fifth general session the following morning. AASA President Harold Spears, superintendent of schools at San Francisco, Calif., will deliver his address at a morning general session on the final day of the meeting, which is a Wednesday.

As usual, apart from the general sessions, there will be dozens of smaller discussion groups, clinics, seminars and other meetings to be held simultaneously, covering lively topics on the whole educational scene. And many hours of closed circuit television reports and discussions will be piped directly into hotel rooms of those registered for the convention.

"The Evolving Federal Role in Education" is the subject at the first general session, set for Saturday afternoon, Feb. 11. George B. Brain, dean of the College of Education, Washington State University, will preside over this

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

gathering, with a panel of five participants to explore every facet of the subject.

The Golden Key Awards will be presented at the second general session that evening to a prominent American and the teacher of his choice, named by him as having contributed most to his career. The recipients of these awards have been chosen, but their names will not be announced until early February.

The third general session, on Sunday morning, will hear an inspirational talk by H. Bentley Glass, academic vice president of the State University of New York at Stony Brook.

The school administrators will assess school racial policies at the sixth general session to be held Monday evening with the discussion led by Grant Venn, associate commissioner for adult and vocational education of the U. S. Office of Education. On the panel with him will be superintendents from around the country, and William L. Taylor, staff director of the U. S. Civil Rights Commission.

Administrator-teacher relationships are to be the subject of discussion at the seventh general session, Tuesday morning. The moderator will be H. I. Willett, superintendent of schools at Richmond, Va. The superintendent at Manchester, Conn., William H. Curtis, is to lead the discussion. The panelists include Cecil J. Hannan, NEA assistant executive secretary for professional development and welfare, and Mrs. Elizabeth D. Koontz of Salisbury, N. C., former president, NEA Department of Classroom Teachers.

After Spears' talk on the final day of the convention, the evening will be given over to a program sponsored by the exhibitors who are assembling for the meeting a vast array on the latest examples of educational equipment and have their own organization, the Associated Exhibitors of the National Education Association.

# # # #

10/31/66

NEWS from the National Education Association
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For Further Information:
M. Ruth Broom

President Johnson Proclaims Nov. 6-12
As American Education Week

FOR IMMEDIATE RELEASE

WASHINGTON, D. C., Oct. 28--Thirty-two million parents are expected to visit their children's schools November 6-12 when communities all over the nation celebrate American Education Week, a nationwide observance of the importance of education to this country and its people.

President Johnson, in a proclamation this week in recognition of American Education Week, called on all Americans to "take an active part in the progress and improvement of education."

Johnson's proclamation said every American should "commit himself anew to complete the unfinished business of American education and to developing new and more helpful ways to enrich the minds of our citizens."

Sponsored annually by the National Education Association, the American Legion, the National Congress of Parents and Teachers, and the U. S. Office of Education, American Education Week reminds the nation's citizens that good schools are their responsibility.

This year the theme for the week's activities is "Education Adds Up."

And beginning Sunday, November 6, each day of the week-long observance will have its own supporting topic illustrating that education adds up to the following:

- Sunday--To Human Dignity
- Monday--To Rational Thinking
- Tuesday--To A Creative Spirit
- Wednesday--To Self-Reliance
- Thursday--To Economic Competence
- Friday--To Informed Citizenship
- Saturday--To Lifelong Opportunity

(More)

William G. Carr, NEA executive secretary, in a statement on American Education Week, said:

"American education has entered its golden age. Opinion polls repeatedly show that education is of high concern to the American people. The federal government has enacted major support legislation for every level of education.

"Social and economic research findings continuously prove that, while education may not be society's all-powerful wonder drug, it is nevertheless an important first aid in curing many of the nation's ills."

Speaking of the importance of local community drives to support and encourage observance of American Education Week, Carr added:

"Education can add up to rich rewards for the individual, the nation, and the world. But only a certain kind and quality of education will do this. What kind and quality is a question to be answered essentially by the local community.

"Each has its special problems, unique situations, and particular resources. Each must undertake the follow-through procedures of thought, discussion, and action on education, not just one week of the year or one year in a generation, but constantly. Schools do not change by themselves. The community must make known its needs and work with the education profession for improvement."

As plans for American Education Week unfolded, the NEA also announced the release of a new book entitled Teach Me!, a photographic essay on the joys and challenges of teaching and learning.

Teach me!, a 128-page collection of photographs of school children and their teachers, is a camera-eye view of the heartbeat of the classroom. The photographs were taken by Carl Purcell, formerly chief photographer for NEA, and now director of photography for the Peace Corps.

(More)

AEW was started in 1921 by joint action of the Legion and the NEA to enlist the help of the public in eliminating the high proportion of illiteracy and poor physical fitness prevalent among young Americans during World War I. It has been traditionally scheduled for the week in which Veterans Day (November 11) falls. Later, the U. S. Office of Education and the Congress of Parents and Teachers became sponsors.

# # #

10/28/66

THE WHITE HOUSE

AMERICAN EDUCATION WEEK, 1966

BY THE PRESIDENT OF THE UNITED STATES OF AMERICA

A PROCLAMATION

America's laws, her institutions, her wealth--all the treasures of our civilization--have been shaped not only by American will and ambition, but by American intellect.

Without the creative spark of human imagination; without trained minds and finely-trained men, none of our proudest accomplishments would have been possible.

And what is true of our past is even more true for our future: better education must be the base on which we build all our other goals.

Because we treasure trained intelligence as a precious national resource, we have begun a major effort to expand and improve our schools, colleges and universities.

A greatly-strengthened Federal, State and local partnership is at work to serve our 56 million students--the three of every ten Americans who are enrolled in school.

For their sake and for the nation's sake,

---We are making improved education available to thousands of poor children, so that they need not be poor adults;

---We are increasing opportunities for vocational training to meet changing job needs in a technical age;

---We are helping physically and socially handicapped young people prepare for productive lives;

---We are cooperating with the States and with private institutions to improve higher education, and to make it more widely available to deserving young citizens.

But even these massive efforts are not enough.

No programs of government, on any level, hold more promise for the future of our nation than those which advance the cause of education. The foremost goal of this Administration has been to create a legacy of educational excellence. We shall continue to pursue that goal until our schools and universities are as great as human wisdom can make them, and the doors to our classrooms are open to every American boy and girl.

(Over)

American Education Week, 1966, should be a time for every American to commit himself anew to completing the unfinished business of American Education --and to developing new and more helpful ways to enrich the minds of our citizens in years to come.

NOW, THEREFORE, I, LYNDON B. JOHNSON, President of the United States of America, do hereby designate the period of November 6, through November 12, 1966, as American Education Week.

I call upon all the people of the United States to take an active part in the progress and improvement of American education. I ask the citizens of every community to seek every means of advancing the excellence of their schools and fulfilling the educational needs of their school children. I urge educators and laymen to join in common diligence to strengthen our educational system at every level. Above all, I propose that we establish, as our great and immediate goal, the translation into complete reality of our long-cherished hope for full and equal educational opportunity for all Americans.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Seal of the United States of America to be affixed.

DONE on this twenty-sixth day of October in the year of our Lord nineteen hundred and sixty-six, and of the Independence of the United States of America the one hundred and ninety-first.

LYNDON B. JOHNSON

Oct 28, 1966

NEWS from the National Education Association
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For further information:
Beatrice M. Gudridge

FOR IMMEDIATE RELEASE

Student NEA-Emory University Launch Unique Conference Series
for Negro and White Collegians and Faculty in South

WASHINGTON, D.C., Oct. 28--Southern white and Negro college students preparing to be teachers will get together in an unprecedented series of 10 conferences to be held during the 1966-67 academic year under the joint sponsorship of the Student National Education Association, Washington, D.C., and Emory University, Atlanta, Georgia.

The object is to explore together the role of the beginning classroom teacher in making school integration work in the South.

Financed by a grant of $200,000 from the U. S. Office of Education under the provisions of Title IV of the Civil Rights Act of 1964, the conferences in the 11 Southern states are expected to involve 1,000 Negro and white college students and faculty. The meetings will also serve as a springboard for follow-up activities in colleges and universities in the South and among the 30,000 Student NEA members of the region.

Explaining the rationale behind the new project, Dirck W. Brown, associate secretary of the National Commission on Teacher Education and Professional Standards and director of the Student NEA, pointed out that Negro and white collegians share the idealism and concern for social justice and equality of educational opportunity felt by others of their generation.

But tradition, environment, and intellectual and emotional barriers in the South often "impede or prevent interracial contact, not to mention free and open discussion" of the problems and constructive solutions in such matters as

(more)

school integration.

Each conference, he said, will provide a unique opportunity for student-faculty campus teams to spend three or four days together exploring concrete ways teacher education programs can assist college graduates as they assume teaching responsibilities in schools going through the integration process.

After the conferences, teams from Negro, white, and integrated colleges and universities will be expected to serve as resources for continuing constructive efforts in their own colleges and communities.

The Teacher and Integration, written by Gertrude Noar and published last summer by the Student NEA, will be basic reading for the conferences. Some consultants and special resource persons will be drawn from universities and colleges, national and regional educational foundations and agencies, university centers for intergroup relations, and school systems in which desegregation has taken place.

Student participation in the conferences, according to Dr. Brown, will not be limited to members of the Student NEA or to education students but will include liberal arts students who may be considering teaching as well as faculty from other disciplines involved in the education of teachers. Also, a small number of key students and faculty from outside the South will be invited to participate.

The locale of the conferences and the appointment of a full-time project staff will be announced later by the Student NEA and Emory University in Atlanta, where the project will be based.

The Student National Education Association, a preprofessional organization which serves 125,000 college students preparing to be teachers, is sponsored by the National Commission on Teacher Education and Professional Standards of the National Education Association.

10/28/66

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

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October 27, 1966

MEMORANDUM TO: Editors of State Education Journals

Dear Colleague:

Enclosed is a story on the Annual Convention of the American Association of School Administrators which will be held in Atlantic City February 11-15, 1967.

The November issue of the School Administrator, published by AASA, has many additional details which we were unable to include in the story. Some of this information may be linked to your state, so I thought that you would want to see this publication as you review the story.

As you may know, the editors of Education USA prepared a special 24-page report entitled "The AASA Convention Reporter" immediately following the 1966 convention. This operates as very much of a public service project by the Education USA editors, so they are eager to bring the project to the attention of educators throughout the country in hopes that there will be enough sales of copies of the report to make the operation solvent.

We would be pleased to have you consider the last paragraph of the story about the "AASA Convention Reporter" as a separate news item apart from the rest of the news story, if you wish to do so.

Sincerely,

Roy Wilson

Roy K. Wilson, Director
Division of Press, Radio and
Television Relations

Enclosure

NEWS from the National Education Association
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For Further Information:
Lyle Hamilton

FOR RELEASE: October 27, 1966

CTA Secretary Appointed
To NEA Commission

WASHINGTON, D. C.--Jack D. Rees, acting executive secretary of the California Teachers Association, has been appointed to the Legislative Commission of the National Education Association, Irvamae Applegate, President of the NEA, announced today.

The Legislative Commission is responsible for formulating and promoting the NEA federal legislative program. It examines, interprets, evaluates, and recommends federal legislative policy for consideration of the one million members of the NEA.

Since 1920, the Commission has represented the teaching profession before Congress to promote legislation of benefit to public education, and to further interests of the teaching profession with the federal government.

# # #

NEWS from the National Education Association
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For Further Information:
Howard Carroll

FOR RELEASE 6 P.M. THURSDAY
October 27, 1966

Communications Breakdown Blamed For
Hassle Between Schools And City Hall

WASHINGTON, D. C., Oct. 27--A special joint investigative committee of the National Education Association and the Wisconsin Education Association reported today that there is a continuing controversy between the Kenosha (Wisconsin) School Board and City Council over funds to operate the schools and it is the result of a "breakdown in communications at all levels" in the school system.

The report, issued by the seven-member committee appointed by NEA's Commission on Professional Rights and Responsibilities and the WEA Executive Committee, was highly critical of the fiscally dependent School Board and School Administration for failure to make clear to the City Council the community's educational needs.

The communications breakdown is so complete, according to the report, it has resulted in a subsequent lack of cooperative working relationships between:

- The schools and the community.
- The School Board and the City Council.
- The School Board and the School Administration.
- The School Administration and the teachers.

The committee said there was widespread belief among Kenosha's citizens, school officials and teachers alike that cuts by City Council, particularly over the past three years, in the School Board's budget proposals had "greatly damaged" the district's educational program and would "affect its quality in the future."

At the same time, the NEA-WEA investigative team said it saw no "persuasive evidence" to indicate that the council's action damaged the educational program.

The committee agreed with City Council that the School Board's final budget request was "thoroughly inadequate in terms of an explanation of the figures and interpretability."

(More)

It stated further the "burden of responsibility" in spotlighting the educational needs rests with the School Board and School Administration.

City Council, the report added, charged with the responsibility of considering overall budget requests of the total community, can "hardly be blamed" when it is not fully informed of what those needs are.

"The Special Committee has concluded that the Kenosha School Board has not met adequately in various respects its responsibilities to the City Council imposed by the system of fiscal dependence," the report stated, adding:

"That as long as a system of fiscal dependency requires a continued interrelationship between the School Board and the City Council, it is essential that an attitude of cooperation be achieved or both the board and council will suffer, and, eventually, the entire community will be damaged."

Among some of the recommendations made by the committee to improve the condition are:

- Elimination of the "destructive criticism" between the schools and city hall and the "buck-passing" of responsibility for the educational program.
- Submission by the schools to City Council of responsible requests for funds supported by adequate and understandable statements of needs and objectives of the educational program.
- Employment of professional specialists to make an in-depth study of financial needs and resources of the schools.
- Issuance of a public formal annual report concerning important aspects of the educational program.
- Employment of full-time public relations specialist with adequate secretarial assistance to work with the school administration.
- And City Council share responsibility for developing mutual respect between the schools and community, respect the judgment of school personnel in making educational decisions, and, should review the school budget before setting the tax levy.

The investigation was conducted at the request of the Kenosha Education Association.

10/27/66

Joint Special Committee
for
Kenosha School Investigation

Appointed by NEA-PR&R Commission:

W. Montfort Barr, Chairman	Director, Bureau of School Surveys and Administrative Studies, School of Education, Indiana University, Bloomington, Indiana
Mrs. G. Theodore Mitau	Member, Board of Education, St. Paul, Minnesota
Mrs. Ruth Trigg	Special Education Teacher, Grove Avenue School, Barrington, Illinois
Robert B. Turner, Jr.	District Superintendent, Dade County Public Schools, Miami, Florida; Member, NEA-PR&R Commission

Appointed by the WEA:

Gerald N. Kongstvedt	Teacher, Washington Park High School, Racine, Wisconsin
Mary Jane McDonald	Principal, Roberts Elementary School, Fond du Lac, Wisconsin
Richard A. Rossmiller	Assistant Professor of Educational Administration, University of Wisconsin, Madison, Wisconsin

Staff Assistants to the Special Committee:

Oscar E. Thompson, Coordinator	Associate Executive Secretary, NEA-PR&R Commission
Owen Love	Legal Counsel, NEA-PR&R Commission
Edward Bardill	Field Representative, Wisconsin Education Association
Charles Frailey	Director of Research, Wisconsin Education Association
Patricia K. Veguilla	Technical Writer, NEA-PR&R Commission

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For Further Information:
M. Ruth Broom

10/26/66

FOR RELEASE AT WILL

Educators From Southwest To Attend NEA
Regional Conference in Los Angeles

WASHINGTON, D. C. (SPECIAL)--Educational problems crucial to the Southwestern states--and the innovative teaching methods being tried to solve them--will be highlighted during a conference sponsored by the National Education Association and four state educational associations in Los Angeles, Dec. 1-3.

Co-sponsoring the NEA Regional Conference on Instruction are teacher organizations in California, Arizona, Nevada, and Utah. Some 600 teachers and administrators have been invited to sessions at the Biltmore Hotel.

Melvin T. Barnes, superintendent of schools, Portland, Ore., will keynote the conference. Arthur F. Corey, executive secretary of the California Teachers Association, will speak at the closing conference luncheon.

Following Barnes' talk on "Imperatives and Innovations in Education," conference participants will break into study groups to discuss specific problems concerning teaching bilingual children, the problems of the migrant child, the exceptional child, and the causes and cures of school dropouts.

Conference highlights include:

- A talk by Gerthon Morgan, head of the Institute for Child Study at the University of Maryland, on "Mental Health and Educational Innovations."
- A demonstration of "Creative Approaches to Teaching" by Margaret S. Woods, lecturer on creativity at Seattle (Wash.) Pacific College. A group of junior high school students from the Los Angeles area will take part in the demonstration.

(More)

- A telelecture by Harold Wigren, NEA's director of the Division of Educational Technology, and Dwight W. Allen, associate professor of education, Stanford University. Allen, from his office at Stanford, will join Wigren via closed circuit television for the lecture.
- A discussion of what is happening in the four co-sponsoring states now that funds from the Federal government are available for new educational projects. Howard M. Kreitzer, U. S. Department of Health, Education, and Welfare regional representative from San Francisco, will lead the discussion.

Specialists from various NEA headquarters units and departments will report on current educational projects and experiments now underway in a conference session devoted to discussions of "The NEA and the Improvement of Instruction."

The NEA annually holds two regional conferences of this type in various parts of the country in an effort to help teachers upgrade their teaching and to keep them up-to-date on current educational developments. Participants in the meetings come from kindergarten through college and adult education programs. Sessions deal exclusively with instructional problems which cut across all levels and fields of instruction.

Pre-conference school visits have been arranged to give conference participants a chance to observe school programs in the Los Angeles area.

# # #

10/26/66

HAMMERMILL BOND MADE IN U.S.A.

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

October 26, 1966

MEMORANDUM TO: EDITORS AND BROADCASTERS

FROM: Lyle Hamilton, Division of Press, Radio, and Television Relations

SUBJECT: Symposium: "The Spanish-Speaking Child in the Schools of the Southwest."

PLACE: Pioneer Hotel, Tucson, Arizona, October 30-31

Attached is a copy of the program scheduled at the Pioneer Hotel in Tucson, Arizona, this coming Sunday and Monday.

Oct 26, 1966

NEWS from the National Education Association
1201-16TH STREET, N.W. • WASHINGTON, D.C. 20036
DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

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For Further Information:
Howard Carroll or Joseph Hanlon

FOR RELEASE: 6 p.m. Wednesday,
Oct. 26, 1966

The Junior High School Principal
And What He Thinks About His Job

WASHINGTON, D. C., Oct. 26--Junior high schools are something like batches of mushrooms: they grow very rapidly (7,000 today vs. 2,000 a generation ago), and there are a good many varieties. The term covers a period of schooling ranging from two to four years, between the elementary school and the high school, with two-thirds of the junior high's taking in grades 7, 8 and 9. There's a lot of controversy regarding the operation and function of these schools, so the National Association of Secondary-School Principals set out to clear up the confusion and today made public its report.

What kind of person the junior high school principal is, and what he thinks about his job, provides the basis for this 117-page study by Donald A. Rock, a staff member of Educational Testing Service and John K. Hemphill, now director of the Far West Laboratory for Educational Research and Development at San Francisco. This report is titled, The Junior High School Principalship.

To begin with, the "typical" principal is a man. Only 4 percent turned out to be women. He is somewhat over 40 years old, comes from a midwestern background, had a bachelor's degree in liberal arts and a master's or better, in educational administration or supervision. Most of them have extensive teaching backgrounds and the last job held by most was principal or assistant principal of some other school.

(More)

Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

The first job of the junior high school is teaching reading, writing and arithmetic in the opinion of most principals. About 2 percent of the sample represented church-affiliated schools, and here the prime goal was fixed as development of moral and spiritual values. At the very end of a list of nine alternatives was "Training in technical skills to run the country and/or development of appropriate talents." This was taken as indicating that the principals no longer see junior high school as a place for vocational training of students ending their education. But here, as elsewhere in this report the "average" or "typical" covers the water front. A full 10 percent of the principals chose to rank as their first goal: "Development of positive self-concepts and a facility for good human relations" and there were 4 percent who chose physical fitness as the prime target.

Athletic programs in junior high school resembling those of senior high schools were criticized a few years ago by Dr. James B. Conant, apparently effectively. Now, the report says, "Over 50 percent of the principals consider interscholastic competition in such sports as swimming, track, basketball and softball as appropriate for all junior high grades. However, the majority of the principals believe interscholastic competition in football or baseball either inappropriate for all junior high grades or appropriate only in grades 8 or 9. Approximately 55 percent of the principals feel that a well conducted after-school recreation and intramural program would be beneficial and would lead to a desirable reduction, if not a replacement, for present interschool athletic programs."

Slightly more than half of the principals favor federal aid to public schools only, and 23 percent favor funds for both public and private schools. The vast majority favor the Supreme Court's decision, about racial desegregation in the schools, but fewer than half agree with the Court's rulings on prayer and Bible reading. And with the neighborhood school still a potent factor, most are against bussing students away from their home districts.

(More)

Three-fourths of them reported they have adopted one of the new mathematics programs and were satisfied with it. Half of them felt that modern foreign languages should be available to all grades as electives. In general, "very important" curriculum changes were rated in this fashion: increased emphasis in reading (71 percent); increased emphasis in science (36 percent); increased home study (13 percent); use of audio visual equipment (38 percent) and the earlier introduction of certain elements of curriculum (29 percent).

Most of the principals, and 70 percent of those who were in a three-year system, reported they took considerable satisfaction from their jobs and a majority intended to make a career of being junior high school principal. In other types of organizations, there was more interest in advancement to the position of district superintendent of schools.

The average principal is a hard working man, devoting 50 to 54 hours a week to his task. The salary range is very wide, with 4 percent earning less than $6,000 and an equal percentage, more than $15,000. The largest group (29 percent), was in the $10,000 to $13,000 bracket.

# # #

10/26/66

Note: For newswriters only, copies of The Junior High School Principalship are are available at the Division of Press, Radio, and Television Relations, National Education Association, 1201 Sixteenth Street, N.W., Washington, D.C., 20036. Copies for other uses may be purchased for $5 from the National Association of Secondary-School Principals at the same address.

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
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October 25, 1966

MEMORANDUM TO: URBAN EXECUTIVE SECRETARY

FROM: Lyle R. Hamilton, Editor, Regional News Desk

The Division of Press, Radio, and Television Relations has created a news desk which is designed to give special handling to national stories.

Initially, the new office, termed the "Regional News Desk," would like to try an experimental project with urban executive secretaries.

How will it work? The Regional News Desk will attempt to alert you to some of the national stories before they are given to news media. We will try to have the information in press-release form in your office at least two days before the same press release is received by news media offices in your city. The press release, which will indicate a release time and date, will come to you inside a light green envelope marked "News Alert." (A copy of the envelope is enclosed.)

What good will the release do you? It is hoped that sending you the release in advance will help you accomplish several things. First, it will provide you with knowledge of stories before the news media receives them. Secondly, it will give you an opportunity to build or increase your working relationships with local news media. Thirdly, it may provide opportunities for your association to gain visibility through the news media and/or increase your relationships with local educators.

For instance: The Regional News Desk sends you a press release (in the green envelope marked "News Alert") on a national commission's report on pre-kindergarten education.

After reading the release your first reaction might be that the story is not specific enough for your area. This is the point at which we hope you will sometimes find time to take over. Try to find some way that you or someone can use the release as the basis for a local story.

Could your association prepare a statement about the story for your local news media? Would a local education writer like to use the story as a basis for an interview with the director of pre-kindergarten education at a local school system? Would a local reporter like to use the release as a basis to gather opinions from local experts in your area, such as college or university authorities?

Our hope is to develop more effective communications with you. I would appreciate your comments on this project as well as other matters of communications.

P. S. Could you put my name on the mailing list for your publications?

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For Further Information:
Howard Carroll

FOR RELEASE:
Sunday
October 23, 1966

U.S. Funds Now Available To High Schools
For Driver Education Training Courses

WASHINGTON, D. C.--For the first time, the Federal Government is providing funds to support driver education courses in public secondary schools through State Departments of Education as part of a long-range effort to increase safety for the man behind the wheel and the pedestrian at the crosswalk.

"Federal funds, as presently outlined for the over-all traffic safety program, may total $322 million through the next three years," Norman Key, executive secretary of The National Commission on Safety Education, a unit of the National Education Association, said.

"Until now, money for driver education courses has come from state and local sources. But there is great need for expanding many phases of the safety operation and doing so requires federal funds," Key pointed out.

Courses already exist in 11,826 secondary schools, or 68 percent of the nation's senior high schools with a total of 1,332,177 students receiving driver instruction this year alone. Despite this sizeable percentage, additional financial assistance is required to provide needed driving training instruction for an ever expanding number of high school students.

"Three million new students reached legal driving age this year, and the number will be four million by 1975 and new drivers in 1966-67 will probably reach 3,632,000," Key said, adding:

"The new Federal aid will be available to State Departments of Education, which in turn will be apportioned to local schools. The money may be used to improve driver education in the secondary schools, or to expand a system already in existence."

(More)

NEA's Safety Commission, long active in safety education, helped develop the Highway Safety Act of 1966, which emphasizes driver and traffic safety education.

The program provides $267 million to help finance state and municipal highway safety programs and another $55 million for traffic safety research.

Over the three-year period, 75 percent of Federal funds will be apportioned to states on a population basis and 25 percent will be for special projects to be determined by the Secretary of Commerce or Transportation.

Federal grants will be distributed with 60 percent for the state, and 40 percent for local programs in cities, counties, and other subdivisions. These funds must be matched on a 50-50 basis. Unofficial tabulations prepared by the Insurance Institute for Highway Safety show the estimated state and local amounts for the first three years. (See attached green sheet for state by state breakdown.)

Each participating state must have a broad highway safety program by Jan. 1, 1969. States without approved programs will lose the opportunity to receive funds provided, and will also be subject to a 10-percent cut in Federal highway construction subsidies, according to the Safety Act.

"While standards for driver education have not yet been released, it is expected that they will be based on recommendations of the NEA Commission on Safety Education's 1963 conference and its 1965 project on Teacher Preparation and Certification," Key stated.

# # #

10/23/66

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10/21/66

For Further Information:
M. Ruth Broom

RELEASE AT WILL

SPECIAL TO EDUCATION JOURNALS

New York's Education Commissioner Allen
To Keynote NEA Regional Conference

WASHINGTON (SPECIAL) -- James E. Allen, Jr., New York's Commissioner of Education, will keynote the National Education Association (NEA) Regional Conference on Instruction opening in Philadelphia, Pa., March 1, 1967. The meeting continues through March 4.

Allen will speak on the conference theme, "Imperatives in Education," as some 600 teachers from four states meet at the Benjamin Franklin Hotel for three days of study. The conference is sponsored by the NEA in cooperation with state education associations in Delaware, New Jersey, New York, and Pennsylvania.

Allen and NEA President Irvamae Applegate head a list of distinguished educators who will take part in conference discussions planned for teachers who face the crucial problems of an ever expanding mass educational system.

Highlights of the conference include:

- Two leading educators, one an expert in the field of technology in education and the other a specialist in human development, will explore the topic, "Humanizing Education." Chief discussants are: Gabriel D. Ofiesh, professor of education at The Catholic University of America, and director of the University's Center for Educational Technology; and Clara Cockerille, professor of education and psychology, Westminster College, New Wilmington, Pa.
- A demonstration of "Teacher-Pupil Interaction" by Dr. John Hough, assistant dean, Syracuse University, Syracuse, New York.
- A report on "Practices and Innovations in Curriculum Design" by B. Frank Brown, principal of the nongraded Melbourne High School, Melbourne, Fla. Brown will detail the new IDEA (Institute for Development of Educational Activities), now at work to get proven educational practices adopted by more and more schools.

(More)

IDEA is a new venture in educational innovation conducted by some of the nation's topnotch thinkers and educational experimenters. Leaders in the new movement are John Goodlad at the University of California at Los Angeles, who is in charge of the research and development office of IDEA; Eugene R. Howard, former principal of the innovative Ridgewood High School in Norridge, Ill., and Brown. Howard heads the Innovation and Dissemination Division, and Brown directs the Division of Informational Services.

Following Brown's report, conference participants will discuss innovations being tried in their school systems.

Another conference highlight will be an "assessment" of the current controversy over proposals for a national assessment of the public schools. Dr. Robert S. Gilchrist, director of the Mid-Continent Regional Educational Laboratory in Kansas City, Mo., will give an analysis of assessment in education.

Specialists from NEA headquarters will report on current educational projects and experiments now underway by the various units and departments in a session dubbed "NEA in Action," at the close of the meeting.

The NEA annually holds two regional conferences of this type in an effort to help teachers upgrade their teaching and to keep them up-to-date on current educational developments. Participants in the meetings come from kindergarten through college and adult education. Sessions deal exclusively with instructional problems which cut across all levels and fields of instruction.

# # #

10/21/66

Oct 21, 1966

October 21, 1966

NOTE: TO EDITORS AND BROADCASTERS

The enclosed material deals with the proposed revision of the copyright law that provide teachers with greater use of copyrighted materials in the classroom. The enclosures are:

(1) Press release summarizing revised copyright law.

(2) Background article prepared by Harold E. Wigren, chairman, Ad Hoc Committee on Copyright Law Revision and director of the Division of Educational Technology, National Education Association.

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For Further Information:
Howard Carroll

FOR IMMEDIATE RELEASE

Proposed Revision in Copyright Law
Would Be Better for Teachers

WASHINGTON, D. C., Oct. 21--A change in the copyright law which will provide greater protection for classroom teachers than was first proposed appears to be likely in the next Congress as a result of a bill reported out this week by the House Judiciary Committee.

Although the 90th Congress will have to deal with the proposal as a brand new measure, the Committee made the first basic changes in copyright law since 1909. The copyright law was studied intensively for two years by a subcommittee.

For the first time the bill will offer to teachers statutory provision for "fair use" of copyright materials and will even authorize the waiver of any statutory minimum penalty for a teacher who innocently violates the law, thinking the material used came within the "fair use" exemption. As of now "fair use," is simply a legal doctrine developed by judicial decisions.

A simple definition of what constitutes "fair use" is impossible, but the bill says it is generally "for purposes such as criticism, comment, news reporting, teaching, scholarship or research." It may also include limited types of copying, as spelled out in the report accompanying the bill.

In deciding whether a given use of material is "fair use" the bill sets up four criteria: (1) the purpose and character of the use; (2) the nature of the copyrighted work; (3) the amount and substantiality of the material used; and (4) the effect of the use on the author's market.

(More)

In the first instance, the bill recognizes the need for spontaneity of action and creativity on the part of the individual teacher. If the teacher on his own volition makes copies of materials for his own or his pupils use, the bill exempts such use from copyright restrictions. If the copies are suggested, or ordered by the school, an assumption arises that this involves a system which would allow time to get permission for the use or to work out a licensing arrangement.

The second of the determinants distinguishes between a news article from a periodical or from the daily press and textbook or workbook materials which are consumable and are designed to be sold to students.

Multiple copies of excerpts from copyrighted materials would be permitted under the third determinant, and in some circumstances copies could be made of an entire small work such as a poem, story or article, but not of an "entire volume," such as an encyclopedia or periodical.

And finally, if the copying realistically deprives the author of part of his normal market, and this is to be judged in connection with the other three criteria, this would be, of course, not "fair use."

An ad hoc committee of educational organizations concerned with copyright revision and headed by Harold E. Wigren, Associate Director of the Educational Technology Division of the National Education Association, has studied and testified on the bill during the last two years. The committee met recently to consider the new bill and adopted a resolution expressing gratitude to the House Judiciary Committee for its efforts in considering "vital needs of education in the new copyright law and to the public interest in balancing the requirements of teachers with incentives to intellectual and cultural creativity."

The committee, however, expressed concern over the restrictions which the bill places on the use of technological developments in the classroom.

(More)

While the bill on the whole supports creative teaching practices as they now exist in the nation's schools, the bill seems to ignore and even restrict the use of the rapidly developing technology which is increasingly becoming an integral part of education's future, the committee added.

# # #

10/21/66

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

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October 20, 1966

MEMORANDUM TO: EDITORS AND BROADCASTERS

FROM: Lyle Hamilton, Division of Press, Radio, and Television Relations

SUBJECT: Symposium: "The Spanish-Speaking Child in the Schools of the Southwest."

PLACE: Pioneer Hotel, Tucson, Arizona, October 30-31

Government officials, congressional and educational leaders will meet in Tucson, Arizona on October 30-31 to discuss a problem of national as well as regional concern--the critical dropout statistics among Spanish-speaking students, particularly in the Southwest.

The symposium on "The Spanish-Speaking Child in the Schools of the Southwest" is an outgrowth of a report made public recently by the National Education Association and a group of educators in Tucson. The report stated that nearly a million Spanish-speaking children living in a five state area in the Southwest will never get beyond the eighth grade largely because of a language barrier. The five states included in the report are Arizona, California, Colorado, New Mexico, and Texas.

The Tucson symposium is sponsored by the NEA's Committee on Civil and Human Rights of Educators of The Commission on Professional Rights & Responsibilities. Teachers, school administrators, state association leaders, and several Southwest congressmen will hear reports on new instructional approaches that have already been successful in the teaching of minority groups restricted by language barriers. They will concentrate their attention on as yet untried methods. Federal funds available to supplement future actions will be carefully investigated.

In addition to educators from every state and representatives from the federal government, the following congressional and state government leaders will attend:

Sen. Ralph W. Yarborough and Rep. Henry B. Gonzalez, both of Texas; Sen. Joseph M. Montoya of New Mexico; Rep. Morris K. Udall of Arizona; Gov. Sam Goddard of Arizona; and State Assemblyman Joseph Bernal of Texas.

Heading the arrangements Committee for the symposium is Samuel B. Ethridge, associate secretary, and William Guardia, assistant secretary for Field Services, of the PR&R's Committee on Civil and Human Rights of Educators, and Monroe Sweetland, legislative consultant of the NEA Western Regional Office. The Tucson Host Committee consists of Miss Marie Urquides, Adalberto Guerrero, Dr. Paul Allen, Mrs. Rosita Cota, Henry Oyama, and Paul R. Streiff.

Some of the major topics to be discussed will be the recruitment and training of teachers, what bilingualism could mean, the role of the local school districts, and the role of the state and federal government.

The Symposium Press Office will be located in the Pioneer Hotel.

SYMPOSIUM:

Pioneer Hotel
~~UNIVERSITY OF ARIZONA~~

Tucson, Arizona

Sunday and Monday

OCTOBER 30, 31, 1966

Sponsored by

NATIONAL EDUCATION ASSOCIATION

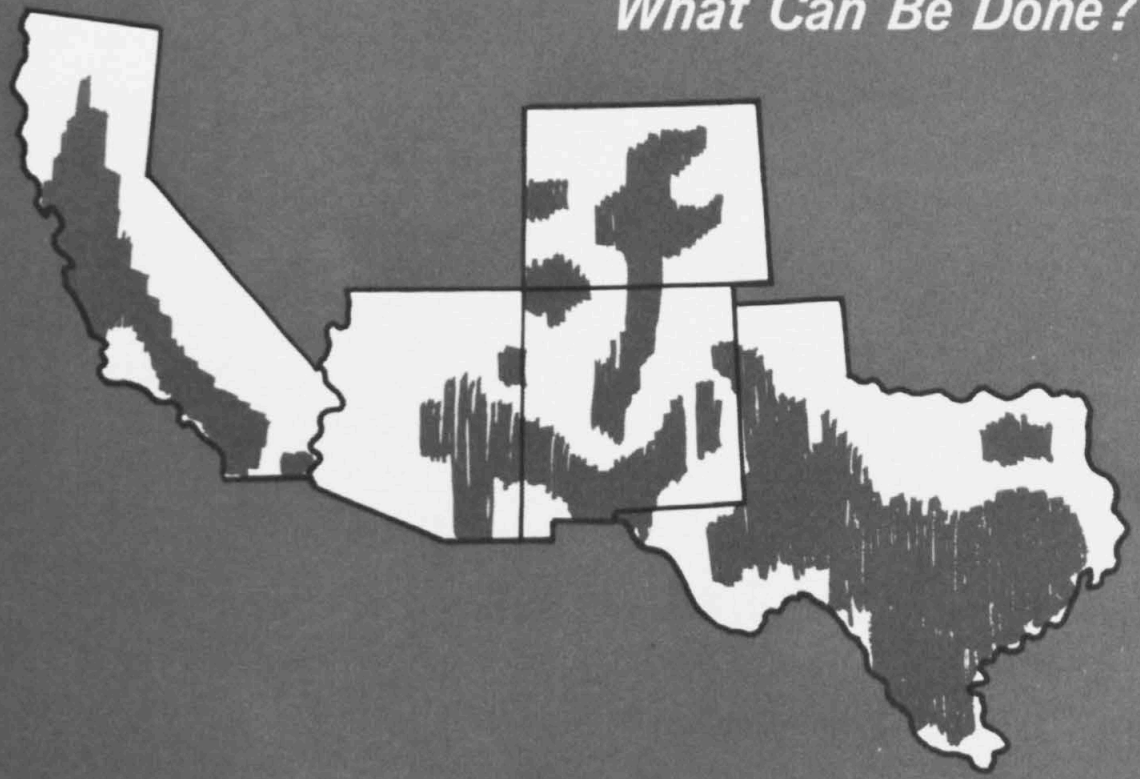
Committee on Civil and Human Rights
of Educators of

The Commission on Professional
Rights & Responsibilities

ARIZONA EDUCATION ASSOCIATION
CALIFORNIA TEACHERS ASSOCIATION
COLORADO EDUCATION ASSOCIATION
NEW MEXICO EDUCATION ASSOCIATION
TEXAS STATE TEACHERS ASSOCIATION
TEXAS CLASSROOM TEACHERS ASSOCIATION

"The Spanish-Speaking Child in the Schools of the Southwest"

What Are We Doing?
What Can Be Done?



A NEW BEGINNING

*"The most acute educational problem of the Southwest is that which involved Mexican-American children. Little headway is being made. Many of these students experience failure in school or at best only limited success. The dropout rate is high among them."**

Early in 1966 at Tucson the National Education Association's Committee on Civil and Human Rights of Educators sponsored a planning conference on the Spanish-speaking child in the schools of the Southwest. The education associations and chief state school offices of Arizona, California, Colorado, New Mexico and Texas participated. This Symposium is the product of that planning conference.

There is beginning to be a general awareness of these problems. Participants in the planning conference felt that the urgent need was not now so much for more general discussion as for effective techniques to meet the problems. Throughout the region teachers in many local districts have devised and are using new instructional approaches; others, yet untried, are being proposed. Federal funding of compensatory education has made action possible where local districts were heretofore reluctant to make innovations.

To assure an understanding of the basic problems, to permit maximum attention to action projects, and to make it unnecessary to restate the situation which makes this Symposium timely, each participant is asked to read essential background material in preparation for the Symposium. These references will be sent you upon receipt of your intention to participate.

All who are directly concerned with the problem of Spanish-speaking children are welcome. Specifically the sponsors invite the participation of school board members, legislators, teachers, parents, and administrators from public and private schools or colleges, and others actively interested in Mexican-American affairs.

ARRANGEMENTS COMMITTEE:

Samuel B. Ethridge, Associate Secretary
Commission on Professional Rights & Responsibilities,
National Education Association
1201 Sixteenth Street, N.W.
Washington, D. C.

Monroe Sweetland
NEA Western Regional Office
1705 Murchison Drive
Burlingame, California

TUCSON HOST COMMITTEE:

Miss Maria Urquides, Adalberto Guerrero, Dr. Paul Allen, Mrs. Rosita Cota, Henry Oyama, Paul R. Streiff

*NEA-Tucson Survey on the Teaching of Spanish to the Spanish-Speaking (NEA publication, 1966)

P R O G R A M

SUNDAY, OCTOBER 30

10:00 A.M.
WHAT IS BEING DONE?

Chairman: **Miss Maria Urquides**—NEA Director, Arizona; Dean of Girls, Pueblo High School, Tucson; Chairman NEA-Tucson Survey on the Teaching of Spanish to the Spanish-Speaking.

Elementary Programs Now in Operation:

Merced, California—**William deSimone**, Principal, Tenaya School
Pueblo, Colorado—**Ernest Roybal**, Teacher, Minnequal Elementary School
Pecos, New Mexico—**Mrs. Olivia Pincheira**, Teacher, Pecos Elementary School
Tucson, Arizona—**Mrs. Rosita Cota**, Teacher, Safford Junior High School

Secondary Programs Now in Operation:

Brawley, California—**Joseph Villarino**, Teacher, Brawley High School
El Paso, Texas—**James Burton**, Supervisor of Curriculum, El Paso Public Schools

The Spanish-Speaking Adult:

Marcus deLeon, Director of Community Services, Los Angeles Public Schools

Discussion

2:00 P.M.
THE RECRUITMENT AND TRAINING OF TEACHERS

Chairman: **Alfred Cordova**—Albuquerque, New Mexico, NEA Executive Board Member

The "Native-Speaker" and the "Anglo" as teachers; motivation and incentives; re-training and in-service education; the Spanish-speaking aides, the role of NDEA institutes; exchange teachers.

Dr. Theodore Anderson, University of Texas
Dr. Herschel T. Manuel, University of New Mexico
Adalberto Guerrero, Pueblo High School and University of Arizona

Discussion

Sunday Evening, October 30
WHAT BILINGUALISM COULD MEAN

(University Auditorium)

Chairman: **Dr. Irvamae Applegate**—President, National Education Association, Washington, D.C.

United States Senator **Joseph M. Montoya** of New Mexico
United States Senator **Ralph W. Yarborough** of Texas
Dr. Francisco Villagran, Minister of Education (Retired), Mexico, D.F.

MONDAY, OCTOBER 31

9:00 A.M.
THE ROLE OF THE LOCAL SCHOOL DISTRICT

Chairman: **Mrs. Sarah Folsom**—State Superintendent of Public Instruction, Arizona

Mrs. Marie Esman—Language Coordinator, El Paso Public Schools, Texas
Dr. Harold C. Brantley—Superintendent, Laredo, Texas
Mrs. Irwin E. Hendryson—First Vice-President, National Association of Parents & Teachers, Denver, Colorado
Juan A. Rosales—City Councilman and Educator, Pueblo, Colorado

Discussion

11:00 A.M.
THE ROLE OF THE STATE

Chairman: **Dr. Miguel Montes**—Member of California State Board of Education, California

Eugene Gonzales—California Assistant State Superintendent of Public Instruction
The Honorable Joseph Bernal—San Antonio, Texas, Elementary Teacher, Member of the Texas Assembly
Governor Sam Goddard—State of Arizona

Discussion

1:00 P.M.
LUNCHEON MEETING
THE ROLE OF THE FEDERAL GOVERNMENT

Chairman: **Dr. Richard B. Kennan**—Executive Secretary, NEA Commission on Professional Rights and Responsibilities

Dr. A. Bruce Gaarder—U. S. Office of Education
Congressman Henry B. Gonzalez—San Antonio, Texas
Congressman Morris K. Udall—Tucson, Arizona

Discussion

3:00 P.M.

Consultations, interviews and meeting of participants in state groups.

Adjournment

SYMPOSIUM: The Spanish Speaking Child in the Schools of the Southwest

UNIVERSITY OF ARIZONA
Tucson, Arizona

Committee on Civil and Human Rights of Educators
National Education Association
1201 Sixteenth Street, N.W.
Washington, D. C. 20036

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DIVISION OF PRESS, RADIO, AND TELEVISION RELATIONS • ROY K. WILSON, DIRECTOR

WASHINGTON, D.C.
(202) 223-9400
NEW YORK CITY
(212) LT 1-2360

For Further Information:
Lyle Hamilton

FOR IMMEDIATE RELEASE

Florida Educator To Attend
Bogota, Colombia Conference

WASHINGTON, D.C.--A prominent Florida educator will be the only delegate from the United States at the Regional Conference of the World Confederation of Organizations of the Teaching Profession (WCOTP) in Bogota, Colombia from October 23-29.

Braulio Alonso, president-elect of the National Education Association and principal of King High School, Tampa, will be among the 100 teachers from North and South America. The meeting will be entitled "Status of the Teaching Profession in the Americas."

Principle aim of the conference will be to prepare a declaration of teacher status and to determine concrete measures to be taken by teacher organizations to advance their status.

Following opening speeches, delegates will divide into two groups: one will prepare a report on the socio-economic status and the other will study the professional status of teachers. From these two reports will come the declaration of the conference.

# # #

10/18/66

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

October 18, 1966

MEMORANDUM TO URBAN ASSOCIATION EXECUTIVE SECRETARIES

In support of American Education Week, November 6 through 12, broadcast promotion materials are being mailed to every radio and television station in the country, including those in your area. The mailing will be completed by October 19.

We are sending you a sample copy of the radio kit only. Both radio and television kits contain spot announcements and a Broadcasters Fact Book. Television kits contain, in addition, a 35mm slide for use with copy spots and a one minute sound film spot. The slide and film spot are in color.

Since all materials are sent directly to radio and television stations, we decided to save the expense of sending a film spot and slide to every urban association. However, if you have some use for either, we will send a copy on your request.

We suggest that you contact the stations in your area to offer further help if needed, and to encourage the use of the materials they've received from NEA. If you learn of a station which did not receive a packet, or needs additional copies of the film spot or slide, please let us know.

Sincerely,

R. E. Harman

Robert E. Harman
Project Coordinator for Television and Film Services
Division of Press, Radio, and Television Relations

REH/am

National Education Association

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
(202) 223-9400

October 18, 1966

MEMORANDUM TO STATE ASSOCIATION RADIO AND TELEVISION CONTACTS

Broadcast promotion packets in support of American Education Week, November 6 through 12, are being mailed to every radio and television station in your state. The mailing will be completed by October 19.

A sample copy of the radio and television kits are enclosed. Each kit contains spot announcements and a Broadcasters Fact Book. Television kits contain, in addition, a 35mm slide for use with copy spots, and a one minute sound film spot. Both the film spot and the slide are in color.

All state education associations are listed in the fact book, including the name and phone number of the person stations may contact for further information in each state.

You may want to contact some or all of the stations to offer further help and to encourage the use of materials they receive. This would also be a good opportunity to use local association public relations committees to contact local stations. If you need additional materials or information, please let us know.

Sincerely,

Robert E. Harman
Project Coordinator for Television and Film Services
Division of Press, Radio, and Television Relations

REH/am

National Education Association

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D.C. 20036
322-9400

October 17, 1966

MEMORANDUM TO RADIO BROADCASTERS

November 6 through 12, 1966, is American Education Week. The purpose of this annual observance is to remind each American of the important role education plays in our democracy and to help each realize that good schools are his personal responsibility. We hope that your station will again support this important event by inviting listeners to visit their schools during the observance.

Enclosed are copy spot announcements in a variety of lengths. For your information and use in preparing other spots or program units, we've also prepared an American Education Week Fact Booklet.

For specific information about the observance of American Education Week in your state, you may contact your state education association listed in the booklet. You may also want to consult the local education association in your community.

If you need additional materials or assistance from the NEA, please contact John Cox or me.

Sincerely,

Robert E. Harman
Project Coordinator for Television and Film Services
Division of Press, Radio, and Television Relations

American Education Week
Ten Second Spot Announcements
For Use Through November 12

Do you ever wonder what it's like in school today? Perhaps it's been too long since you visited your child's school. Visit your school during American Education Week, November 6 through 12.

###

Education is the hope for a better tomorrow--for ourselves, and for our children. Learn the reasons. Take time to visit your school during American Education Week, November 6 through 12.

###

Is something new happening at your child's school? Why accept second-hand information when you can get the facts first-hand. Visit your school during American Education Week, November 6 through 12.

###

Schools have changed a lot since you were a child--and so has the education your child receives. Learn the up-to-date facts. Visit your school during American Education Week, November 6 through 12.

###

American Education Week
Ten Second Spot Announcements
For Use Through November 12

Everyone's an expert on school. We all attended one didn't we? Why not find out if you're an up-to-date expert. Visit your school, during American Education Week, November 6 through 12.

###

How do you feel about school? More importantly, how does your child feel about it? A good time to check is during American Education Week. Visit your school, November 6 through 12.

###

Be a well-informed stockholder in America's greatest investment. Get a full report on our schools and your child's education. For all the facts, visit your school during American Education Week, November 6 through 12.

###

Think for just a minute. How much do you know about the education your child is getting in school today? Want to know more? Visit your school during American Education Week, November 6 through 12.

###

American Education Week
Twenty Second Spot Announcements
For Use Through November 12

Now, more than ever, our nation needs useful, educated citizens. We must have fine schools available to every youngster. Now, more than ever, our schools need the active interest and support of all citizens. You can help insure fine schools for your community. A good way to begin is to visit your school during American Education Week, November 6 through 12.

###

When you support your schools, you support a free and strong America, for our democracy depends on educated citizens to maintain and further strengthen it. There are many ways you can help. A good place to start is in your child's school. Visit your school during American Education Week, November 6 through 12.

###

Get the facts about your schools. Learn about improvements that have been made--changes in the curriculum, new teaching methods, the quality of instruction, and all the other factors which determine whether your schools provide the best possible education for your youngster, and for every youngster. Visit your school during American Education Week, November 6 through 12.

###

American Education Week
Twenty Second Spot Announcements
For Use Through November 12

You help your child learn by answering his questions, by seeing that he has good books to read, by sending him to school. You see his world of knowledge grow over the weeks and months, and you know that much of that growth comes from going to school. Don't you wonder what it's like in school today? Visit your school during American Education Week, November 6 through 12.

###

Only through your support can your school provide the quality education your youngster must receive today to prepare for tomorrow. Your interest now will be reflected in the future. During American Education Week, November 6 through 12, you're invited to visit your school. You'll see what your child's school is doing for him, and what you can do for the school.

###

The boy or girl who went to school for the first time this year will be only forty years old in the year two-thousand. Is the education your child is getting today good enough to prepare him for life in the next century? Get the facts about your child's education. Visit your school during American Education Week, November 6 through 12.

###

American Education Week
Thirty Second Spot Announcements
For Use Through November 12

The next time you pass a school...stop for a moment. Take a good look. What do you see? A building? A group of children? A playground? Of course. But you're also looking at much more--something you may not have thought about. School is an idea. An idea that every child in this country deserves the benefits of a quality education. How much do you know about your child's school? Maybe you should know more. Why not go all the way. Step inside your school during American Education Week, November 6 through 12.

# # #

How do you help your child learn? You answer his questions, you see that he has good books to read, you send him to school. You see his world of knowledge grow over the weeks and months, and you know he's learning something in spite of the casual "nothing" he inevitably answers when you ask what's going on in school. Don't you wonder what it's like in school today? Don't you feel like finding out for yourself? Visit your school during American Education Week, November 6 through 12.

# # #

American Education Week
Thirty Second Spot Announcements
For Use Through November 12

Never before has education stood between the man and the job as it does today. In our country right now, a man with less than an eighth grade education will earn only one-third of the average yearly income of a college graduate. And that same college graduate will earn nearly twice as much money each year as a high school graduate. Surprising? Perhaps, but striking as these facts are, even more dramatic changes will take place in the next decade. Get all the vital facts for your child's sake. Visit your school during American Education Week, November 6 through 12.

###

More than one hundred years ago, James Madison--discussing the survival of democracy--said, "Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives." Time has added urgency to those words. Now, more than ever, the key to our future lies in our schools. And the key to the future of our schools lies in active public interest and support. Lend your interest and support. Visit your school during American Education Week, November 6 through 12.

###

American Education Week
One Minute Spot Announcement
For Use Through November 12

It's easiest to make up your mind about something when you have only a few facts on which to base your decision. No matter how carefully you consider them, your decision may not be sound if you don't have all the facts. Some people are making up their minds about education...how much we need, how good it is, and how much it should cost...without considering all the facts.

November 6 through 12 is American Education Week. During this week, every citizen is asked to visit their schools for an accurate progress report. It's an excellent opportunity to get the facts about your schools. Learn about improvements that have been made--changes in the curriculum, new teaching methods, the quality of instruction, and all the other factors which determine whether your schools provide the best possible education for your youngster, and for every youngster.

Find out exactly where education stands today. Visit your schools during American Education Week, November 6 through 12. Get the facts. Then take your stand for better education.

###

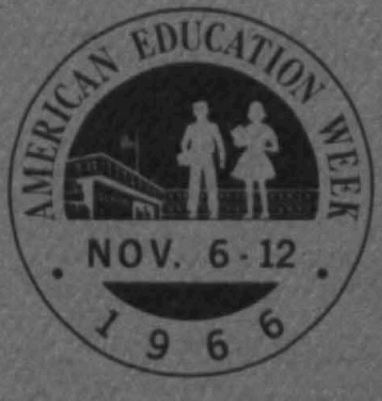
American Education Week
One Minute Spot Announcement
For Use Through November 12

More than one hundred years ago, James Madison--discussing the survival of democracy--said, "Knowledge will forever govern ignorance; and a people who mean to be their own governors must arm themselves with the power which knowledge gives." Time has given added urgency and importance to those words--not only to defend our political heritage, but to combat our economic and social ills.

Now, more than ever, the key to our future lies in our schools. Only education gives us the citizen capable of reading about and discussing the pressing issues of our nation and the ability to cast a vote based on the facts. Only education gives us the men and women dedicated to good government and willing to make the sacrifices necessary to serve.

Now, more than ever, our nation needs useful, educated citizens. We must have fine schools available to every youngster. Now, more than ever, our schools need the active interest and support of all citizens. You can help insure fine schools for your community. A good way to begin--visit your school during American Education Week, November 6 through 12. It's good citizenship in action.

###



Broadcasters Fact Book

American Education Week

EDUCATION ADDS UP

Division of Press, Radio,
and Television Relations
National Education Association
1201 Sixteenth Street, N.W.
Washington, D.C. 20036

Phone: 202-223-9400

THE AMERICAN EDUCATION

What Is It?

Every November, during the week which includes Veterans Day, an event known as American Education Week is observed throughout the United States. It is an audit, or annual report time—during which the schools tell their owners, the general public, about their purposes, methods, achievements, needs, and problems.

How did it begin?

American Education Week grew out of the revelation, during World War I, that a shocking percentage of the American people were illiterate and physically unfit. Representatives of the National Education Association and the newly formed American Legion discussed the problem, and their talks led to the observance, in 1921, of the first American Education Week. The event was part of their plan for "securing for America a program of education adequate to meet the needs of the Twentieth Century, and which will give every boy and girl that training and equipment which is rightfully his under our democratic government."

From 1922 on, the observance has been co-sponsored by the U. S. Office of Education (formerly the Bureau of Education). In 1938, the National Congress of Parents and

WEEK STORY

Teachers became the fourth national sponsor.

Many other groups participate. Farm, labor, business, professional, civic, religious, fraternal, service, library, welfare, and general cultural organizations help plan and finance many AEW projects and activities.

What is the purpose of it?

The basic purpose of American Education Week is to make every American aware of the important role education plays in a democracy . . . and to help him realize that good schools are his personal responsibility.

Specific purposes are: to increase public understanding and appreciation of education; to explain the modern school—today's curriculum, current teaching methods and materials; to increase pupil appreciation of the school; to reveal school problems and needs; to strengthen the bonds of cooperation between school and community.

How are these purposes achieved?

By encouraging the public to visit the schools, and by explaining the achievements and problems of the schools through a variety of media, to those who do not visit the schools.

THEME 1966:

American Education Week is a time to look at our schools and decide whether they are really meeting our standards of quality. First, of course, we must define quality. What goals are we setting for education? A child entering school in 1966 will be only 40 years old in the year 2000. His life will be as modern as the twenty-first century, but his schools may be as old-fashioned as a horse and buggy. Changing times and circumstances call for intensive rethinking of the task our educational system must perform.

To be sure, American education has not lacked for debates on aims. In this century, philosophies have been expounded advocating everything from basics to progressivism, from concern for "the whole child" to concern for the average, from practical to liberal education, from classics to "life adjustment," and so on and on. But the crux of the problem is that, instead of labels to fight over or defend, we must adopt a philosophy of education suited to a time of change and adaptable to new changes as fast as they may come.

Nor has education lacked for innovative proposals. The new mathematics and teaching machines are only two of the most obvious. Unfortunately, the general rate of acceptance of new ideas proposed at the research level has been 25 to 50 years—two to three generations before a "new" method is put into practice in a significant number of local school systems. If we fear change and innovation in our schools, the schools cannot help graduating young people who fear change and innovation in their lives.

There are communities that pride themselves on their receptivity to educational innovations. They point to the brand-new school with all the modern equipment. But structures and equipment do not provide education. Often the community feels that, having passed the bond issue, they have done their job. But will their school of the future pass muster in ten or twenty years?

Education can add up to rich rewards for the individual, the nation, and the world. But only a certain kind of quality of education will do this. What kind of quality is a question to be answered essentially by the local community. Each has its special

problems, unique situations, and particular resources. Each must undertake the follow-through procedures of thought, discussion, and action on education, not just one week of the year or one year in a generation, but constantly. Schools do not change by themselves. The community must make known its needs and work with the education profession for improvement.

There are still dropouts and students who only mark time in school, because education seems neither relevant nor valuable. There are still persons denied the opportunities education can offer. There are still far too many schools that would meet no responsible standards of quality. By keeping informed of current educational issues and by intelligent participation in changing educational processes, the community can help improve the quality of its schools.

The nation's concern with and support for education offer an opportunity to upgrade education to meet the challenges of modern society. Missing the opportunity can mean robbing students of benefits available only through education. But taking advantage of the opportunity means continuing dedication and constant reappraisal of goals.

New ideas are frequently introduced by merely spending more money and adding new burdens to an already lopsided curriculum or asking an overworked teaching staff to assume one more responsibility for being all things to all students. Rather, we need to define the outcomes of education that seem most pertinent to twentieth-century life and analyze the entire structure of education in terms of our definition. We need to clarify our purposes in the light of the needs of our community. And we must realize that tomorrow the needs may be different, requiring further reexamination of the purposes of our schools.

Education adds up to human dignity, to rational thinking, to a creative spirit, to self-reliance, to economic competence, to informed citizenship, and above all to lifelong opportunity for every American. It can also be reduced to a waste of time and effort. It is our responsibility to see that in the schools of our communities, education adds up.

EDUCATION

. . . To Human Dignity

Sunday, November 6

The most fundamental assumption in American society is that of the dignity and worth of the individual. The public school was founded on the notion that the components of human dignity necessarily spring from education. Education adds up to human dignity.

. . . To Rational Thinking

Monday, November 7

The central purpose of American Education has been defined as the development of the rational powers. To live freely and intelligently in the modern world, one must develop the ability to think rationally. This ability is a necessary adjunct to excellence in any endeavor. When it cultivates the potential to develop rational powers, education adds up to rational thinking.

. . . To a Creative Spirit

Tuesday, November 8

The nurturing of the optimistic and self-confident mind is an essential obligation of today's educational system. Creativity is, essentially, taking what is known and combining it into new perspectives. As a student gains basic knowledge, he expands his creative potential. To the degree of its concern and its active commitment to the goal, education adds up to a creative spirit.

. . . To Self-Reliance

Wednesday, November 9

Self-reliance means that each person must carve out a meaningful, self-fulfilling, and consciously directed life—attaining personal freedom from the pressures and pitfalls of our technological society while retaining responsibilities to it. The single most

ADDS UP

important prerequisite to achieving self-reliance in modern times is education. Properly conceived and directed to individual needs, education can provide the challenges that foster the assurance, courage, and self-confidence that undergird self-reliance; education adds up to self-reliance.

. . . To Economic Competence

Thursday, November 10

$I + In + M = E$. I is the educated individual, employed and able to enjoy many goods and services; In is the aggregate demand for goods and services; M is the manpower and E is economic competence. Without education, the result is exactly the opposite: lack of education leads to unemployment, resulting in poverty, decreased enjoyment of goods and services, and lack of economic competence. Indisputable evidence shows that education adds up to economic competence.

. . . To Informed Citizenship

Friday, November 11

The Founding Fathers of our country recognized that if democracy was to prevail, the citizenry would have to be educated. This was one of the primary reasons for the development of our public educational system. The key to preserving our rights in a democracy is an educated citizenry, and education adds up to informed citizenship.

. . . To Lifelong Opportunity

Saturday, November 12

Not only does education begin before the child steps into the classroom, but it continues long after he leaves with his diploma. It fosters a love of learning and dispels fears of leisure. To the educated man, life is rich and fulfilling, because education adds up to lifelong opportunity.

State Education Association Contacts for Radio and Television

For information about education in your state and for additional assistance in support of the 1966 observance of American Education Week, you may wish to contact your NEA Affiliated State Education Association listed here.

ALABAMA EDUCATION ASSOCIATION
Mr. V. C. Helms
Director of Public Relations
422 Dexter Avenue
Montgomery, Alabama 36104
Phone: 205-262-7347

ALABAMA STATE TEACHERS ASSOCIATION
Mr. Joe L. Reed
Executive Secretary
853 Thurman Street
Montgomery, Alabama 36104
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ALASKA EDUCATION ASSOCIATION
Mr. Robert Van Houte
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Seward Building
Juneau, Alaska 99801
Phone: 907-JUniper 6-3090

ARIZONA EDUCATION ASSOCIATION
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ARKANSAS TEACHERS ASSOCIATION
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Mr. Edward J. Richter
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Phone: 302-734-5835

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GEORGIA EDUCATION ASSOCIATION
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Executive Secretary
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Executive Secretary
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Raleigh, North Carolina 27601
Phone: 919-TE 2-3959

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Mr. Adrian Dunn
Assistant Executive Secretary
301 North Fourth Street
Bismarck, North Dakota 58502
Phone: 701-CApital 3-0450

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Mr. William E. Henry
Director of Publications &
Information Services
225 E. Broad Street
Columbus, Ohio 43215
Phone: 614-228-4526

OKLAHOMA EDUCATION ASSOCIATION
Mr. Tom Massey
Director of Public Relations
323 E. Madison
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Phone: 405-JAckson 8-7785

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Robin Dorr

10/14/66

FOR IMMEDIATE RELEASE

Sen. Morse Predicts Home Rule
For D. C. Within 10 Years

WASHINGTON, D. C.--Teachers, like all the other citizens of the District of Columbia, have again been deprived of the right to vote for municipal office, but within the next ten years Home Rule in the District will be a reality according to Sen. Wayne Morse (D-Ore.)

Morse voiced this opinion as he gave the keynote address at a three-day Political Clinic, sponsored by the District of Columbia Education Association and the Citizenship Committee of the National Education Association, October 7-9 at NEA Headquarters here. Two hundred educators from the Nation's Capitol and nearby Maryland and Virginia along with consultants from 16 states attended the clinic. The clinic was designed to encourage teachers to organize, analyze, and focus their attention on political involvement.

"The citizens who make up this audience," Morse told the educators, "are the teachers of potential political leaders who will, in the natural order of things, be movers, shakers, and doers of the nation in a very few years."

A former teacher himself, Morse urged the delegates to follow their professional instincts and to stand up for what they believed in. "Rights can be exercised only if there are procedures available through which the rights can be secured and made operative," Morse observed.

The delegates elected unanimously to send telegrams to 83 U.S. Senators in an effort to achieve their voting rights for District of Columbia residents. The telegram read:

(More)

"The D. C. Education Association, in keeping with the 1966 NEA resolution in support of D. C. Home Rule, urges you to vote for cloture on the debate on the Morse amendment to the Higher Education Facilities Act and to be present to vote for the Home Rule Amendment and the Act."

At the same time, Dr. Irvamae V. Applegate, NEA president, sent a telegram to President Johnson urging him to continue his full support for enactment of Home Rule.

The cloture motion, as expected, was defeated on October 10 by a vote of 41-37, ending hope for passage of the amendment for this session of Congress.

Undaunted by this expected defeat, the delegates returned to their school districts and immediately began putting into practice some of the suggestions offered at the clinic. Mrs. Lelia Lane, DCEA chairman of the Citizenship Committee, and local chairman of the clinic, announced that at least these 200 voteless D. C. teachers are already on the way to encouraging greater participation in politics on the part of students as well as teachers.

"The clinic was a bold stroke for advancing teacher information and action," Mrs. Lane said. Practical advice from representatives of both political parties, the League of Women Voters and other political action groups who served as consultants to the clinic was of great value, she said. Plans are underway to open up political clinics in four sections of the city in the very near future, Mrs. Lane noted.

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NOTE: A report on the 30 "Greenprints"--suggestions on how teachers can introduce active political participation into the schools--and tapes on certain key sessions (price, $2.75 per tape) will be available to schools requesting them. Requests should be addressed to the NEA Citizenship Committee, 1201-16th Street, N.W., Washington, D. C. 20036.

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M. Ruth Broom or Robin Dorr

October 14, 1966

FOR IMMEDIATE RELEASE

Local Teacher To Attend DCT Conference
In Nation's Capitol Thanksgiving Weekend

WASHINGTON, D.C.--(Special)--Teachers who try to be all things to their students, to their peers, to the school's administrative staff, are "slicing themselves too thin" to concentrate on the job they want to do most--teach.

So says the Department of Classroom Teachers of the National Education Association in announcing the 11th National Study Conference to be held here Nov. 25-26. Theme for the meeting is "The Classroom Teacher and His Supportive Staff."

Selection of the theme was made by the DCT Executive Committee, says Charles F. Dubel, DCT president, "because the Committee considers it imperative that classroom teachers study this critical issue under their own leadership, clarify their own thinking, and prepare a position paper which will give help and direction to others."

Conference planners are seeking to carry out the mandate set forth in one of the DCT's major resolutions for 1966 in "urging classroom teachers to establish a channel for voicing concerns relating to instruction and suggesting proposals for improving instruction and teaching service."

More than 50 classroom teachers from across the nation have been invited to spend the Thanksgiving holidays at NEA headquarters studying the function and responsibilities of classroom teachers and their relationships to other school personnel.

(More)

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"The day of the teacher who instructs in a dozen areas, collects lunch money, helps the children dress, supervises playground, and then goes home to an evening of correcting papers is over," Dubel adds. "Instruction and teaching service can only be improved if the teacher gives total concentration to teaching."

Attending this significant conference will be: _____ (name of participant), a teacher in _____ (name of school), _____ (city), _____ (state).

Major aim of the meeting is to seek to achieve the objective voiced by Cecil J. J. Hannan, NEA assistant executive secretary for Professional Development and Welfare, who said recently:

"In facing new challenges of organizational structure, personnel relations school finance, and educational policy, our focus must be on our basic purpose--to provide the best possible education for children; to pass on to members of the next generation the ability to solve their own problems."

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Oct. 14, 1966

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FOR IMMEDIATE RELEASE

NEA Lifts Urgent Advisory on Overseas Schools
Following Congressional Action This Week

WASHINGTON, D.C. Oct. 14--The National Education Association today lifted its three-year "urgent advisory" warning to teachers of unsatisfactory conditions in overseas dependents schools.

Action by the million-member teacher organization followed adoption by Congress this week of a $490 per pupil limitation figure for schools operated by the Defense Department. The Senate-set figure of $455 passed in August had been scored by the Association as totally inadequate.

NEA Executive Secretary William G. Carr pointed out that although the NEA regards any per pupil limitation as unnecessary and will continue to press for its elimination, the $490 figure assures teachers overseas that they will receive salaries provided by law.

"It will also ensure better instructional services and supplies for the 175,000 dependent children enrolled in these schools," he added.

For three years, the NEA has labelled the DOD schools substandard, not only because of low teachers' salaries, but because of inferior instruction programs in many schools. Shortages of basic textbooks, lack of instructional supplies, and overcrowded classrooms have been chronic problems, according to several Defense Department and Congressional investigations.

The lifting of the urgent advisory, an action requested by the NEA's affiliate, the Overseas Teachers Association, is contingent upon assurance that conditions will be improved and salary adjustments made. In addition, Dr. Carr emphasized that NEA would continue its close observation of DOD schools, lending its support to practical efforts there to achieve educational excellence.

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M. Ruth Broom

FOR RELEASE TO A.M. PAPERS
Thursday, October 13, 1966

North Carolina's State Senator Scott
Honored by Education Group Here

ATLANTA, Ga., Oct. 12--State Senator Ralph H. Scott, veteran legislator of North Carolina, was honored here tonight by the Department of Rural Education of the National Education Association as he received the 1966 National Distinguished Legislative Service Award.

Scott, who is from Haw River and represents the Alamance County District in the state legislature, received the Award for his outstanding legislative record and for his support of education in the state.

This is the second year that the Rural Department has presented an award to an individual lawmaker whose contributions to education, particularly for education in rural areas, sets him apart as deserving of special recognition. Last year's recipient was State Senator Ross Rasmussen of Nebraska.

Scott received the Award at a special banquet session here at the Dinkler-Plaza Hotel where the Department of Rural Education and its Division of County and Intermediate Unit Superintendents has been holding their joint annual meeting. A. C. Dawson, executive secretary of the North Carolina Education Association, presented the Award.

Dawson praised Senator Scott's legislative record and said "he has been one of the most stalwart, fearless, and outspoken members of our state legislature as he has championed the cause of the public schools."

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Scott has been a senator for 16 years and previously had been a school committeeman and had served on the Board of County Commissioners. When Terry Sanford, a close friend, was governor, Scott served on numerous committees and was appointed chairman of the Education Committee and vice-chairman of the Higher Education Committee.

Governor Dan K. Moore has boosted Scott to the Higher Education Committee chairmanship.

The senator comes from an "education-minded" family. His late brother, W. Kerr Scott, served as Governor and U. S. Senator from North Carolina. Another brother, Henry, was chairman of the Alamance County Board of Education.

Members of the Department of Rural Education, which has its headquarters in Washington, D. C., include teachers, local, county and intermediate administrators and their staffs, state department and college or university staff members, and others concerned with education in a changing rural society.

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10/6/66

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Howard Carroll

FOR RELEASE
Sunday, Oct. 9, 1966

AHE Task Force to Explore Alternatives
To Collective Bargaining on Campuses

WASHINGTON, D. C., Oct. 8--The Association for Higher Education announced today the selection of a blue-ribbon task force to conduct a comprehensive study of faculty salaries and working conditions in the nation's colleges and universities.

"The task force will attempt to identify and deal with issues raised by the growing interest of faculty members in finding more effective ways to improve faculty salaries, promotions and other related matters," said G. Kerry Smith, AHE executive secretary.

AHE is a department of the National Education Association with a membership of 22,300 faculty members and administrators in more than 1,600 institutions of higher education.

Arnold Weber, professor of economics, Graduate School of Business at the University of Chicago, is chairman of the task force on academic negotiations.

The task force, the first project of AHE's new campus governance (administration) program, made possible this fall by a $375,000 grant from the Charles F. Kettering Foundation, will examine possible alternatives to collective bargaining.

The governance program is a study and action project designed to aid colleges and universities in the improvement of their internal administration and communications, and to better relations among college students, faculty and administrators.

(More)

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As part of the study, the American Association of University Professors and other higher education organizations will send consultants to a series of four meetings to be held over the next four months.

"Fact-finding studies of academic negotiations procedures currently in use at public and private junior-community colleges, four-year colleges and universities will be conducted by the task force," Smith said.

Discussions in depth, involving faculty members, deans, college presidents and trustees, will also be held.

Other task force members are:

Henry H. Bagish, associate professor of social science, Santa Barbara City College; C. Addison Hickman, professor of economics, Southern Illinois University; John C. Livingston, professor of government, Sacramento State College and chairman, State Academic Senate, California State Colleges; Walter E. Oberer, professor of law, Cornell University; and Charles Rhemus, professor of economics and codirector, Institute of Industrial Relations, University of Michigan.

Morris T. Keeton, director of the campus governance program and academic vice-president, Antioch College, will meet with the task force as an ex officio member. Frederick Livingston, of the law firm of Kaye, Scholer, Fierman, Hays and Handler, New York City, will serve as counsel.

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Oct. 6, 1966

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FOR IMMEDIATE RELEASE

NEA Calls For Hearing On Latest IRS
Educational Tax Deduction Proposal

WASHINGTON, D. C.--The National Education Association has issued a memorandum to 181 members of Congress over the latest Internal Revenue proposals concerning educational tax deductions for teachers.

At the same time, J. L. McCaskill, executive secretary of the NEA's Legislative Commission, requested a formal hearing before the IRS on November 15 to have legal counsel comment on the proposed regulations. Hearings are scheduled on that day and the next, if necessary, by the IRS.

McCaskill, in a statement to Congressional supporters, said:

"Teachers cannot, in fairness, be treated in the same manner as self-employed professionals or business men...The commendable objective of the Congress in recent years to assist the States in improving the quality of education at all levels can be achieved only if a national policy of encouraging teachers to pursue programs of self-improvement is adopted by Congress."

Noting that the vast majority of teachers cannot take advantage of fellowships and scholarships such as the Fulbright and National Science Foundations programs, McCaskill pointed out that teachers "from their own meager resources must finance their individual programs of improving their competency."

Teachers, employed in a public service capacity, by nonprofit schools and colleges, must be encouraged to continuously improve and update their knowledge and skills, he stressed.

(More)

In order to eliminate the severe shortage of teachers at the elementary, secondary and higher education levels and in order that educational quality be improved "there must be a national policy that will encourage people to enter, remain and advance in the teaching profession," McCaskill noted.

"We sincerely believe it is in the national interest to use the tax authority of Congress in this manner," he added.

Following a detailed analysis by tax attorneys of the IRS proposed regulations, as published in the Federal Register on October 1, a summary of their report was sent by McCaskill to 48 Senators and 133 House members who have introduced bills to provide for tax deductions of teachers' educational expenses.

"The NEA, representing 986,000 members of the teaching profession, finds this new proposal is inadequate insofar as ending the confusion that presently exists because of varied interpretations of regulations by IRS agents," McCaskill said.

"The present circumstance is similar to the turn of events that occurred in 1958 when IRS forestalled legislation by issuing regulations with the resultant confusion that presently exists," he added.

For over 20 years the NEA has worked with the Treasury Department and the Internal Revenue Service in efforts to provide tax deductions for teachers' educational expenses. The NEA Legislative Commission maintains that teaching should not be included with profit-making occupations in the income tax treatment of necessary educational expenses. This opinion was stated by Robert B. Anderson, secretary of the Treasury in 1958, who said:

"The expenses incurred by a teacher for education may be deducted even though such expenses are incurred voluntarily and even though the courses taken carry academic credit or result in an increase in salary or promotion. This,

(More)

in effect, removes the distinction previously drawn between self-employed persons and employees such as teachers."

The IRS proposed regulations of last July 6, if implemented, would have virtually eliminated tax deductions for teachers who incur educational expense for broadening and improving their skills. A formal protest requesting a hearing on these regulations was delivered by NEA to William H. Smith, acting commissioner of Internal Revenue Service. Speaking on behalf of the nearly one million members of NEA, Dr. William G. Carr, NEA executive secretary, stated:

"At a time when national attention is focused on public education as the major hope for improving the lot of our disadvantaged children and youth it is inconceivable that teachers should be discouraged from improving their proficiency, as the proposed regulation is apparently designed to do, whether intentionally or not."

The July 6 proposal was formally withdrawn after the protest from NEA and members of Congress as well as from numerous other associations.

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Howard Carroll

10/5/66

FOR IMMEDIATE RELEASE

Lyle Hamilton New Assistant Director
In NEA's Press, Radio and TV Division

WASHINGTON, D.C.--Lyle R. Hamilton, former director of publications and public information of the Columbus (Ohio) school system, has taken a position as assistant director in the Division of Press, Radio and Television Relations of the National Education Association.

Hamilton, 31, will supervise the Division's newly created Regional News Desk. It will provide communications assistance to NEA Regional Field Offices, state and local affiliates; public relations services to NEA officers and key staff members who are out in the field; and assistance with an NEA West Coast news bureau to be opened at the California Teachers Association headquarters, Burlingame, Calif.

A graduate of Marquette University, Hamilton received his bachelor's degree in journalism. He did graduate study in education at Bowling Green State University and later obtained his master's degree in mass communications from Ohio State University.

Hamilton began his career in 1957 and worked for almost three years as a reporter and area editor for the Fremont News-Messenger, Fremont, Ohio. He then joined the Oregon, Ohio, school system and served two years first as a teacher and later as a public relations counselor.

Hamilton had been with the Columbus school system since August, 1961.

He served both as president of the Central Buckeye Chapter of the National School Public Relations Association and public relations chairman of the Ohio Association of School Administrators in 1965-66. Hamilton is also a member of the Ohio Association of School Administrators, Ohio Education Association, and the Public Relations Society of America.

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In 1960, he was the recipient of the "Best Public Information Person" Award for the 37th Infantry Division.

Hamilton and his wife, Suzanne, have two children. The family resides in Falls Church, Virginia.

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FROM: Citizenship Committee
National Education Association

CONTACT: Donald L. Miller
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FOR RELEASE WEDNESDAY, OCT. 5

POLITICAL CLINIC OVER-SUBSCRIBED BY DISTRICT TEACHERS

Representative Civil Rights Leaders Invited As Observers

A three-day political clinic for teachers opening at NEA headquarters at 4:00 p. m. Friday, Oct. 7, has been over-subscribed by District teachers, it was reported today by Mrs. Lelia Lane, Chairman of the Citizenship Committee of the District of Columbia Teachers Association and Local Chairman of the Clinic.

Representative civil rights leaders of the District of Columbia and representatives of both political parties have been invited to observe the clinic. Approximately 200 District teachers will attend.

The clinic will feature a talk by Senator Wayne Morse, Chairman of the Senate Subcommittee on Education; a discussion by District Commissioner John B. Duncan on how teachers can apply political lessons learned in other cities to District problems; and give-and-take sessions on practical District politics with E. Franklin Jackson, Democratic National Committeeman for the District of Columbia, and Carl L. Shipley, Chairman of the Republican State Committee for the District of Columbia.

The clinic will conclude at noon Sunday, Oct. 9, with teachers' reports on political actions they plan to take on some 30 different tasks and issues facing them--including Home Rule for the District.

(More)

Other leading clinic participants will include Dr. William G. Carr, NEA executive secretary; Dr. Cecil J. Hannan, assistant NEA executive secretary in charge of professional development and welfare; Dr. Irvamae Applegate, NEA President; Mrs. Elizabeth Koontz, immediate past president of NEA's Department of Classroom Teachers; and teacher political action consultants from 16 different states.

Those invited as observers include H. Carl Moultrie, NAACP; Rev. Walter E. Fauntroy, Coalition of Conscience; Rev. Channing Phillips, Committee on Community Action for Better Schools; Sterling Tucker, Washington Urban League; Marion Barry, SNCC; Mrs. Howard Jenkins, Jr. and Arthur Hartel, of the Republican DC State Committee; Mrs. Harriet Cipriani of the Democratic Central Committee of the District of Columbia; and Miss Marnette A. Jackson, president, Metropolitan Women's Democratic Club.

Stressing that urban problems are among the most crucial faced by our nation today, Mrs. Lane said that she hopes the political clinic Oct. 7-9 will increase political activity among District teachers for the improvement of education in the District and for the betterment of the entire Washington community.

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FOR IMMEDIATE RELEASE

Association for Higher Education
Receives Three Grants for Studies

WASHINGTON, D.C.--Three grants totaling $500,000 have been received by the Association for Higher Education (AHE) according to Executive Secretary G. Kerry Smith. AHE is a department of the National Education Association.

The grants are for study programs to investigate campus decision-making, educational media, and changes in arts curriculum. The ultimate goal of all three projects is to study the best of these elements in colleges and universities, and disseminate the results of the study to other campuses.

One of the projects, under the direction of Morris T. Keeton, academic vice president of Antioch College, will be a three-year study beginning this fall to assist colleges and universities in the improvement of their internal administration and communications, and to better relations among college students, faculty, and administrators. The grant, totaling $375,000, is being funded by the Charles F. Kettering Foundation.

For the next three years AHE will give financial aid, consultation, and summer workshops to experimental projects to help bolster weak areas in campus governance and communication. The projects will be chosen for their freshness, diversity, and wide applicability.

"The idea that the faculty, students, and administrators of a college or university constitute a unified community of scholars is contradicted by the size, functions, and complexity in a growing number of institutions," Keeton observed.

(More)

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"The answers for most institutions cannot lie in retreating to smallness; the answers must lie in finding ways to operate effectively in spite of size and complexity," he concluded.

Another project, The High Education Media Survey, was launched in September by AHE and the NEA Division of Audiovisual Instruction. Financed mainly by the U. S. Office of Education, the $23,518 grant will support a study that will update a 1962 survey of educational media on campuses around the country. James W. Brown, dean, Graduate Division, San Jose State College, is project director, and James W. Thornton, Jr., professor of education, at San Jose State College, is associate director.

The survey will include such media as television, computers, videotapes, and films used at various colleges and universities. Data from the survey will be made available to the USOE and to state commissions which allocate funds for new technical devices. It will be used to help implement Title VI (which provides audiovisual equipment and training in its use) of the Higher Education Act of 1965.

The third project, aided by a $33,000 matching grant from the National Council on the Arts, will enable AHE to conduct a study of arts curriculum and the impact of college admission requirements and national standardized college entrance examinations on the arts curricula of schools, colleges, and universities.

The special commission appointed to undertake this ten-month study will be aided by a position paper being written by Lewis B. Mayhew, AHE vice president and professor of education, Stanford University, dealing with ways of measuring creativity. Strengthening instruction in the arts will be the commission's primary aim. On the basis of their report, the Arts Council plans to alert both the academic community and the general public to the need for more emphasis on developing artistic talent in students.

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FOR IMMEDIATE RELEASE

Briefs from the "NEA Journal"

Three Out of Four Teachers
Say They Are Underpaid

Three-fourths of the nation's public school teachers consider themselves underpaid, according to a Teacher Opinion Poll in the October issue of the NEA Journal.

The poll, published in the official publication of the National Education Association, indicates that men feel the pinch more keenly than women--male teachers think they are paid at least $1,500 too little, whereas women teachers consider themselves only $1,000 underpaid.

More secondary school teachers think themselves underpaid than elementary teachers, and more men complain about their salaries than women--85.7 percent of the men as compared to 67.4 percent of the women.

Regionally speaking, teachers in the Southeastern states have more complaints about salary (86.6%) than do teachers in other regions. Teachers in the West complain least (68.0%).

# # #

Educators Give Differing Opinions
On Value of Student IQ's

Opinions differ sharply on whether teachers should be permitted to see student IQ records, according to a pair of articles in the October issue of the NEA Journal, official publication of the National Education Association.

Jean and C. Burleigh Wellington, formerly secondary school teachers and now teachers in the school of education at Tufts University, Mass., are firmly convinced that teachers cannot maintain their objectivity if they have the former school records of their students before them. It is their belief that if a teacher knows Johnny has a high IQ, he may expect more of him than he can give. Likewise, a former trouble-maker may be in for additional trouble if his teacher is already predisposed to expect bad behavior.

On the other hand, Edith Lawton, director of guidance at Darien High School in Connecticut, says past grades and IQ performance tests aid a teacher to better guide a child and be aware of weak spots. President of the National Association of Women Deans and Counselors, an NEA department, Miss Lawton feels that if the teacher's objectivity is curtailed by IQ reports, his teaching ability is not much to begin with.

# # #

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The nearly one million members of the largest professional association in the world are ready and willing to change and grow with the swift moving pace of education, according to Dr. Irvamae Applegate, president of the National Education Association.

Dr. Applegate's philosophy on education is contained in an interview in the current issue of the NEA Journal, official publication of the NEA. Discussing her views with Journal editor Mildred S. Fenner, she stressed her belief in individual and collective commitment to professional excellence.

"Most of our members today are well-educated career teachers, rather than transients picking up money in teaching so that they can go on to something else. They're pretty much dedicated professionals, and that's why they have a much more intimate concern with their own Association," Dr. Applegate says.

NEA, with its 986,113 members plus its 8,574 state and local affiliates is giving itself a close, objective look. There is a growing trend to achieve a closer working relationship between teachers and supervisors, between state and local associations, and between teachers and students, Dr. Applegate concludes.

# # #

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A fourth "R" has been introduced into education--rapport. In addition to the traditional readin', ritin', 'rithmetic, the element of teacher-child rapport, or understanding, is more than ever of prime concern to today's teachers.

In the current issue of the NEA Journal, official publication of the National Education Association, Ruth Kaufman and May Richstone, elementary school teachers, consider the subject, "Teachers with the Guidance Point of View."

It is no longer enough that a teacher know the subject he is teaching. He must also know people--little people with, sometimes, big problems. He must establish a personal rapport with his students whether they be in kindergarten or senior high school.

"Counseling is a part of a good classroom teacher's stock-in-trade," the article begins. Today's teacher needs not only a person-to-person relationship with his students, he needs even more a heart-to-heart relationship. School children are not a collection of automatons, they are a collection of individual human beings with varied personal problems. It is up to the teacher to tap each individual's personal strength, and bolster each individual's weakness.

"Above all, all day long, regardless of the subject matter of the moment, the teacher can help individuals prove their worth to themselves and their classmates by providing them with opportunities to succeed, even to excel," the article concludes.

# # #

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Students and Parents Alike
Benefit in Pre-School Program

Project Get Set, a Philadelphia, Pa., pre-kindergarten program aimed at giving underprivileged children better educational opportunities, is also helpful to parents, according to an article in the October issue of the NEA Journal, official publication of the National Education Association.

Even while Philadelphia educators were making arrangements for their Head Start Project, the Philadelphia Board of Education was planning an even more ambitious project involving teachers, volunteers, parents, and interested citizens.

Not only are three-to-four-year-olds prepared for the first years of school, but their parents are directly involved through adult education classes. Counselors and teachers visit the parents of underprivileged youngsters, draw them into the growing process of their own children, and encourage them to take part in the project. It has shown remarkable success after only a few months.

Get Set has more than 800 teachers, teacher-aides, and home-school coordinators. It conducts its own in-service program, giving specialized instruction to young teachers who may choose the slum neighborhood school as a permanent career.

# # #

(More)

Tormented by his peers for wearing his sister's shoes, little Evan suddenly stood ten feet tall because of the perception and tenderness of a school principal who taught him one of the greatest lessons of his life.

This is the theme of "The Shoes," a prize-winning article worth $1,000 in the Teachers' Writing Competition, sponsored by the NEA Journal and the Reader's Digest Foundation, and featured in October's issue of the Journal, official publication of the National Education Association.

The biographical vignette is written by Paul E. Mawhinney, head of the Division of Education and Psychology, Southeast Missouri State College, Cape Girardeau.

Born of a poor family in a large Pennsylvania manufacturing town, Mawhinney tells of the fateful day when Evan receives the usual hand-me-down clothes from a sister, including a pair of high-heeled shoes. The author's vivid description of a little boy in heeled oxfords running the gauntlet of jeering children is heart-rending. The manner in which the principal turned this little pauper into a prince is too good to give away here.

# # #

Learning a Foreign Language
Can Be Interesting And Fun

For millions of former students who labored through Caesar's classic statement, "Gallia est omnis divisa in partes tres;" the October issue of the NEA Journal brings joy and hope. The new techniques of teaching a foreign language--even Latin--have all the earmarks of being interesting and even fun.

The Journal, official publication of the National Education Association, presents three opinions on "Foreign Language in High School," and even though the opinions differ, they all conclude that languages are living things, usable, enjoyable, and functional.

(More)

The prevailing view, according to Marie Barker of the Applied Language Research Center, El Paso, Texas, is to combine language and culture. An understanding of the arts, religion, literature, dress, eating, and living habits of a foreign people is essential to the complete understanding of their language.

"Translation, as a highly technical skill, has little or no room in the high school curriculum. Readings are to be read, not decoded item by item," Miss Barker asserts.

Taking the scholarly or classicist's view, Niels S. Mac Keigan, who teaches advanced French, claims that the majority of students learning a foreign language will never use it. Therefore, he asks, why waste time with trivia? Rather, he asserts, teach the grammar, the form, the exact and formal language.

"Much of what passes for conversational French (or other modern language) is in reality prattle unworthy of the educated mind," Mac Keigan insists.

Gene Matlock, a Spanish instructor in Azusa, Calif., takes a rather middle road with what he calls the "conversationalist's view." Language rules must be drilled into the student's head, he says, but should be presented in dialogue form with a strong emphasis on oral work rather than on written or grammar study.

"Foreign languages can and should be among the most easily learned high school courses. But foreign language teaching must be simple, practical, and presented in small doses over a long period of time," Matlock observes.

# # #

The Vision of Dreamers Got Us Where We Are

In the 1800's Ralph Waldo Emerson wrote, "Whoso would be a man must be a non-conformist." Today Kenneth Harris urges teachers, "Don't Stifle Your Students' Nonconformity," giving samples of his philosophy that may shock the conservative reader.

His article is included in the October issue of the NEA Journal, official publication of the National Education Association.

Formerly a successful advertising executive, Harris left the business world to take up art as a career. He points out, as many philosophers before him, that creativity, imagination, intellectual courage, inconsistency, and noncomformity have propelled the human animal to the civilized stage where he now finds himself. He urges teachers, "because no one else has...so great an opportunity," to give their students plenty of intellectual and emotional rope, to listen to their ideas and questions, to inspire growing room in the child's mind.

He warns: "We have apparently decided, however, that it is no longer safe or practical to place our trust or future in the hands of dreamers--even though it was by the vision of just such men that we got here."

# # #

9/30/66

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Howard Carroll

FOR P. M. RELEASE
Thursday, Sept. 29, 1966

NEA Begins Nationwide Search
For New Executive Secretary

WASHINGTON, D. C., Sept. 29--The National Education Association said today it has launched a nationwide search for a new executive secretary to head the almost one million-member professional organization of educators.

In making the announcement, NEA President Irvamae Applegate and F. L. Schlagle, chairman of the Association's Board of Trustees, said a five-member Screening Committee has been appointed to receive applications for a successor to William G. Carr upon his retirement.

Carr, 65, has been NEA executive secretary since 1952. The salary of his successor, to be determined by the Board of Trustees, will be competitive with the best positions in education in the United States.

Chairman of the Screening Committee is Martin Essex, Superintendent of Public Instruction, State Department of Education, Columbus, Ohio.

Essex, a respected authority on teacher employment procedures and academic freedom, served as chairman of the NEA Tenure and Academic Freedom Committee, and has lectured and directed workshops on many university campuses throughout the country.

Others serving on the committee are: Mrs. Helen Bain, speech and English teacher, Cohn High School, Nashville, Tenn.; Mabel M. McKelvey, social studies teacher, Berlin Junior High School, Berlin, N. H.; Dix W. Price, executive secretary and general counsel, Arizona Education Association, Phoenix; and G. Baker Thompson, superintendent of Delaware County Schools, Media, Pa.

(More)

A resolution, approved by the representative assembly at NEA's annual convention last summer in Miami Beach, called for the Screening Committee "to seek out and interview acceptable candidates" for the position and recommend three candidates to the trustees.

It also stated that the chairman and one other member of the Screening Committee be educators who hold no position of responsibility in the NEA, but are NEA members (Essex and Price), and three members of the NEA Executive Committee (Bain, McKelvey and Thompson).

The Screening Committee will meet here with the NEA Board of Trustees on Oct. 8 to review general procedures in seeking candidates for the position. In addition to Applegate and Schlagle, other members of the Board are: Clarice L. Kline, teacher, Waukesha High School, Waukesha, Wis., secretary; Lois V. Edinger, assistant professor, University of North Carolina, Greensboro, N. C.; and W. W. Eshelman, superintendent of schools, School District of Upper Dublin, Ft. Washington, Pa.

Some 300 leaders both within and outside the education field have been invited to submit names by November 1 of persons who could be considered for the position. The Screening Committee, however, is not receiving applications from individuals at this time.

The guidelines for recommending possible candidates were developed by the Association's Board of Trustees based on recommendations made by the NEA Board of Directors.

The two principal functions of the executive secretary, as stated in the guidelines, are:

(More)

● To provide leadership in the interpretation of education and the profession to the members and the general public.

● To provide administrative leadership in the general supervision and management of the Association.

Among some of the qualifications outlined by the committee for the position are: a preference for an earned doctoral degree; substantial experience in public education; a sensitivity to change and the ability to give positive professional direction to the Association's response to change, and the prospect of 10 or more years of vigorous leadership.

Carr joined the NEA headquarters staff in 1929 and in 1931 was named director of the NEA Research Division, a post he held until 1940 when he was appointed associate secretary of the Association. From 1936 to 1951, Carr served as secretary of the Educational Policies Commission.

A firm believer in strengthening educational ties among teachers all over the world, Carr has been active for many years in the work of the World Confederation of Organizations of the Teaching Profession and serves as its secretary-general. He has taken part in international education conferences in cities throughout the world.

# # #

9/29/66

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Howard Carroll

FOR P. M. RELEASE
Wednesday, Sept. 28, 1966

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For New Executive Secretary

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Carr, 65, has been NEA executive secretary since 1952. Carr's present salary is $50,000 a year.

Chairman of the Screening Committee is Martin Essex, Superintendent of Public Instruction, State Department of Education, Columbus, Ohio.

Essex, a respected authority on teacher employment procedures and academic freedom, served as chairman of the NEA Tenure and Academic Freedom Committee, and has lectured and directed workshops on many university campuses throughout the country.

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A firm believer in strengthening educational ties among teachers all over the world, Carr has been active for many years in the work of the World Confederation of Organizations of the Teaching Profession and serves as its secretary-general. He has taken part in international education conferences in cities throughout the world.

9/28/66

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FROM: Citizenship Committee
National Education Association

CONTACT: Donald L. Miller
223-9400 Ext. 532

FOR IMMEDIATE RELEASE

Congressmen Support Political Clinic for DC Teachers

House and Senate members from both parties have joined in expressing support for the political clinic for District of Columbia teachers at NEA headquarters Oct. 7-9.

The purpose of the clinic is to give District teachers the practical political know-how to become more effective in the political life of the community.

Comments from Senators and Congressmen:

Rep. Gale Schisler (D., Ill.) "I share your concern about the government and educational systems of the District of Columbia and I am convinced that the Clinic may be a very significant step in improving both."

Rep. John H. Schmidhauser, (D., Iowa) "I am sure this will be a history-making event."

Senator Karl E. Mundt (R., S. D.) "As a former teacher myself and as a member of the United States Senate, I can fully appreciate the value of these clinics and you are certainly to be commended for pioneering in this area."

Rep. Thomas S. Foley (D., Wash.) "The scope of this clinic is most impressive. I earnestly wish that I could attend."

# # #

9/26/66

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FROM: Citizenship Committee
National Education Association

CONTACT: Donald L. Miller
223-9400 Ext. 532

FOR IMMEDIATE RELEASE

SENATOR MORSE TO SPEAK AT CLINIC FOR DISTRICT TEACHERS

Senator Wayne Morse, Chairman of the Senate Subcommittee on Education, will be the principal speaker at a three-day political clinic for District of Columbia teachers at NEA headquarters October 7, 8 and 9. Senator Morse will speak at a dinner Oct. 8.

During the clinic teachers will hear reports of successful political action by teachers in other parts of the country, discuss practical politics in the District with such political leaders as E. Franklin Jackson, of the Democratic District Committee, and Carl L. Shipley, Chairman of the District Republican Committee, and conclude with their own reports on political action projects they feel teachers can undertake in the District of Columbia.

The three-day clinic is sponsored jointly by the District of Columbia Teachers Association and the Citizenship Committee of the NEA. Registration is limited to 200 teachers.

# # #

9/26/66

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FOR RELEASE: 6 P.M., Saturday
September 24, 1966

Teacher Shortage Worsens
As Demand Outpaces Supply,
NEA Survey Discloses

WASHINGTON, D.C., Sept. 24--A greater demand for teachers in specialized classroom work--particularly those needed in the new federally supported programs--and an upsurge in greater job opportunities in business and industry are among the major factors cited in widening the nation's teacher shortage problem, the National Education Association said today.

NEA's Research Division, which took a special nationwide survey earlier this month, reported that the general shortage of "qualified" teachers is more acute than a year ago despite an expected increase of teacher education graduates. Thirty-one states reported the condition is worse now than it was in September, 1965.

At the same time, 20 states reported "substantial" general shortages and 10 others reported some. While eight states said there was a low supply of applicants in some subject areas and an excess in others, not a single state reported a general surplus of qualified teachers.

"The new look," concluded the survey, "in the chronic problems of staffing public schools with qualified teachers seems to result largely from increased need for teachers in programs designed for school improvement being established with federal assistance and the increased attractiveness of positions outside public school classrooms."

The highspeed exploratory survey is designed to supplement the NEA's annual study of teacher supply and demand to be released in October.

(More)

Among 37 states reporting a shorter supply of qualified teachers, 33 listed new and expanding federal programs as a contributing factor. Twenty-four states said greater business and industrial opportunities for prospective teachers was a major factor.

It was also disclosed that the demand for new teachers is greater--43 states said so--because of:

- New positions created by additional federal funds for improved school programs (40 states).
- Increased enrollment (28 states).
- Additional curriculum offerings (19 states).
- Smaller classes (12 states).
- More teachers not returning to their jobs (6 states).

The deficient teacher supply is the most serious in the lower elementary grades where more than two-thirds of the states (36) reported shortages of qualified applicants. Next in short supply are upper elementary, senior and junior high school teachers.

More than two-thirds of the states said there was a scarcity of teachers in mathematics and in natural and physical sciences in the junior and senior high school grades. Shortages in other specific teaching fields include industrial arts, physical education (women), special education, English, library science (women), foreign languages, music, guidance and counselors.

Where was the teacher shortage more acute than last year? Twenty-nine states said it was in the rural areas; 26 said it was in the small cities; 21 states said it was in the large central cities; and 17 said it was more acute in suburban areas.

Information from the survey was obtained in a special query to appropriate officials in the state departments of education in each of the 50 states. Forty-six states responded leaving only Minnesota, Rhode Island, South Carolina and Wyoming to be heard from.

# # #

9/24/66

NATIONAL EDUCATION ASSOCIATION
1201 Sixteenth St., N.W., Washington, D.C.

Research Division

September 21, 1966

SPECIAL SURVEY OF TEACHER SUPPLY AND DEMAND

As a step in its continuing improvement of procedures for studying national teacher supply and demand conditions, the NEA Research Division conducted a special exploratory survey of staffing conditions as schools opened in fall 1966. Information from this survey will supplement the projections of conditions based upon data collected in spring 1966 for the nineteenth annual study of teacher supply and demand to be released in October.

On September 2, a request for information about the adequacy of the number of qualified teacher applicants and about the current status of conditions influencing the supply and demand for qualified teachers was sent to the officer responsible for teacher education and certification in the 50 state departments of education. The officers were asked to respond immediately on the basis of information readily available to them. Several states reported that they have surveys in progress and did not have sufficient information immediately available to respond to certain questionnaire items. By September 19, replies had been received from 46 states (Minnesota, Rhode Island, South Carolina, and Wyoming have not yet replied).

The following is a brief summary of the major findings of the special survey:

- 20 states reported substantial general shortages of qualified applicants, 10 states reported some shortage, 8 reported a shortage of applicants in some subject areas and an excess in others, but no state reported a general excess of qualified applicants.

- 31 states reported that the general shortages are more acute this fall than they were a year ago, 2 said they are about the same, and only 2 said they are less acute.

- 36 of the 39 states answering the question on shortages of teachers for elementary schools reported shortages for the lower elementary grades; 33, for the upper elementary.

- 24 states reported shortages of teachers for junior high grades; 28, for the senior high. For junior-senior high, 35 states reported shortages in natural and physical sciences; 34, in mathematics; 19, in physical education (women); 18, in industrial arts; 16, in special education; 15, in English and in foreign languages; 13, in librarians; 12, in music; and 11, in guidance.

- 29 states reported that the shortage of teachers in the rural areas was more acute this year than last, 26 said it was more acute in small cities, 21 said it was more acute in the large central cities, and 17 said it was more acute in suburban areas.

OVER

While the total number of teacher education graduates in 1966 is expected to be the largest in history, 37 states reported a shorter supply of qualified teacher applicants this year than last. When asked, "What are the major factors having increased influence this year?" they answered as follows:

33 said federal programs
24 said greater business and industrial opportunities
20 said unattractive location of vacancies
18 said less attractive salaries and benefits
18 said military service.

The officers in 43 states reported that the demand for new teachers is greater this year than last year owing to the increased influence of

- New positions resulting from federal legislation (40 states)
- Increased enrollment (28 states)
- Added curricular offerings (19 states)
- Reduction in class size (12 states)
- More teachers not returning to their positions (6 states).

In summary, the new look in the chronic problems of staffing public schools with qualified teachers seems to result largely from increased need for teachers in programs designed for school improvement being established with federal assistance and increased attractiveness of positions outside public-school classrooms.

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Robin Dorr

9/19/66

FOR IMMEDIATE RELEASE

NEA Proposes Plan to Elevate
Status of Career Teachers

WASHINGTON, D. C.--A bold plan designed to recognize, encourage, and reward the experienced and highly qualified teacher has been proposed by the National Commission on Teacher Education and Professional Standards (NCTEPS).

The plan is contained in "Remaking the World of the Career Teacher," a 228-page book published this week by NCTEPS, a unit of the National Education Association.

The book says in effect that teaching today is not a job--but a profession. And within that profession there are or should be levels and standards of excellence from the beginning teacher to the men and women who have dedicated their entire lives to teaching. It is the difference between the new teacher and the master artist.

NCTEPS Associate Secretary Roy A. Edelfelt summarizes in the introduction:

"We will gain status as a mature profession only when a sufficient number of teachers achieve a high level of competence, are committed to careers as classroom teachers, are paid at levels which reward them adequately, and are regarded by the public and other members of the education community as status people."

In the face of recent teacher shortages and teacher dropout rates, this new concept of career status for mature, highly competent teachers would not only attract more exceptional students to the field, but would "encourage some of our best teachers to stay in the classroom," Edelfelt suggests.

"Career teachers must exist because they form the only reasonable nucleus of the profession. They are the group who must assume and who are able to assume the leadership responsibility in making teaching a high-level art and science," he asserts.

(More)

Creation of this "career teacher cadre" will have a profound effect on the education of children at all levels.

According to George W. Denemark, Wisconsin University's dean of the School of Education, writing for the same publication, these career teachers could be used as consultants and supervisors of student teachers.

"Under such a plan, outstanding career teachers can be recognized for their special qualities through variations in their assignment, provision of time for such duties during their regular school day, extra compensation, and status among their colleagues in terms of their influence and the quality of teaching in the school," Denemark observes.

Woven throughout the 228-page book is the persistent reminder that a degree in education does not necessarily a teacher make. More than ever before, the writers agree, teachers are obligated to expand their view of themselves, their students, the learning process, the world. As Theodore R. Sizer, dean of Harvard University's Graduate School of Education put it:

"As our understanding of learning develops further and as the technologies to make use of it are created, the role of the teacher may change--and, I would say, inevitably will change--radically."

Stressing the need for some differentiation between good and outstanding "career teachers," Hollis A. Moore, Jr., vice president for Academic Affairs, George Peabody College for Teachers, expresses concern over the "complacencies of the present teaching force."

The teaching profession, Moore believes, has successfully attracted "the docile type...marvelously cooperative in a fine, upstanding, middle-class way, willing in most instances to honor tradition as well as authority. This may make life pleasant for the school boards and principals, but I doubt very much that it promotes progress in education at the pace this important profession deserves."

(More)

Elevate Status of Career Teachers

William R. Fielder, associate professor, Claremont Graduate School, California, suggests several sweeping changes in teacher education including elimination of student teaching, more interest in intellectual matters rather than emphasis on developing "interest in children," revision of outdated and inaccurate textbooks and recognition of the difference between "transient" teachers and career teachers.

A summary of all the proposals is made by NCTEPS's Executive Secretary Don Davies who concludes that the teaching profession is now ready to build a real profession of teaching.

"The opportunities before us are so great that we can tolerate some tension, confusion, and conflict. We can tolerate mistakes. We can even for a while tolerate being the targets of intolerance," Davies concludes.

9/19/66

NOTE: Copies of "Remaking the World of the Career Teacher" for news media use only may be obtained from the NEA Division of Press, Radio, and Television Relations. Others may order it for $4, clothbound single copy (stock No. 381-17758) or $3, paperbound single copy (stock No. 381-17756) from the Publications Sales Section, National Education Association, 1201 Sixteenth Street, N.W., Washington, D. C. 20036. Discounts on quantity orders: 2-9 copies, 10 percent; 10 or more copies, 20 percent. Shipping and handling charges will be added to billed orders. Please state stock number and quantity when ordering.

9/14/66

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For Further Information:
Joseph Hanlon

FOR IMMEDIATE RELEASE

How School Boards Can Meet the
Problems of Today's Challenges

Washington, D.C., Sept. 14--Nobody knows the problems they see--the men and women who comprise about 25,000 school boards in the country, most of whom are unpaid public servants--but anyone can now read about them in a 24-page summary published by Education U.S.A. as "School Boards in an Era of Conflict." Education U.S.A. is the weekly newsletter published by the National School Public Relations Association.

The writers took a long look at the 1966 Cubberley Conference at Stanford University which was a three-day meeting devoted solely to analysis of major problems facing school boards. That meeting itself was attended by 400 board members and educators and was sponsored by the Stanford School of Education and co-sponsored by the National School Boards Association and the Institute for Executive Secretaries of State School Boards Associations.

The Special Report is a series of compact stories, based on eight major conference presentations. Added to highlights presented at the Cubberley meeting is a report along the same lines by U.S. Commissioner of Education Harold Howe II, who asked the parallel question at the Harvard Summer School Conference on Educational Administration: "Can the traditional division of educational responsibility between layman and educator survive,

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Note to Editors and Correspondents: Thirty-three national groups affiliated with the National Education Association as departments provide special services covering the full range of elementary, secondary, college and adult education in the United States. Generally, each of these departments controls its own funds, elects its own officers, and adopts policies and programs which apply particularly to its own special field.

The NEA Division of Press, Radio, and Television Relations provides news about the program of each department to the press and broadcasters and arranges background interviews for news representatives with specialists on the staffs of national groups located at NEA headquarters on request. Studies and reports issued by departments are the expressions of those departments and not statements of policy of the NEA unless set by resolution.

or have we reached a point where our schools must be run by professionals alone?" (Howe's answer was that laymen built and paid for the public school system and professional educators had better find a way to live with them.)

"However," says the Special Report, "the problems that now face school boards are unprecedented in their importance and impatience. Community groups pressure boards for social and educational reform while local politics and state and national agencies limit their power to act. School administrators and teacher groups are assuming more and more of the decision-making that was formerly the board's prerogative. Yet the need for a vigorous and informed lay leadership in education is stronger than ever. Can school boards adjust to this era of conflict without relinquishing the tradition of local control of education?"

The answer to that question seems to be that they can: the book is really concerned with how to do it. It contains, among other useful things, a bibliography of current university studies on school boards being conducted at Stanford, Wisconsin, Syracuse, and Northwestern.

Key university authorities who made conference presentations covered in the report are H. Thomas James of Stanford, John Guy Fowlkes of Wisconsin, Alan K. Campbell of Syracuse, Wesley A. Wildman and Roald F. Campbell of Chicago, and David W. Minar of Northwestern. Other speakers were Max J. Rubin, former president of the New York City Board of Education, and Jerry Fine, member of the Inglewood, California, District School Board.

9/14/66

NOTE: Copies of "School Boards in an Era of Conflict" for news media use only may be obtained from the NEA Division of Press, Radio, and Television. Others may order it for $1 from the National School Public Relations Association, 1201 Sixteenth Street, N.W., Washington, D.C. 20036, Stock No. 411-12692.

National Education Association

NATIONAL EDUCATION ASSOCIATION nea OF THE UNITED STATES

1201 SIXTEENTH STREET, N.W.
WASHINGTON, D. C., 20036
ADAMS 4-4848

September 9, 1966

Memorandum to:

Enclosed is the picture of your state delegation which was taken at the recent Salary School here. We are sending the picture to you with the request that you identify persons in the picture and see that it is sent to the editor of your state education association journal.

We will appreciate your help in this very much. We feel sure that your state journal editor will want to know that educators from your state took part in the Salary School, so any additional information you can give about your individual participation as well as that of your colleagues will add, we feel, to the coverage your state editor may give to the picture.

Thanks again for your help.

Sincerely,

Howard Carroll

Howard Carroll
Assistant Director
Division of Press, Radio, and
Television Relations

Enclosure

9/9/66

NEWS from the National Education Association
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FOR IMMEDIATE RELEASE

NEA TEPS Commission Suggests Steps
Aimed at Easing Teacher Shortage

WASHINGTON, D.C., Sept. 9--A six-point program designed to provide schools with "qualified" teachers where they are now in short supply was proposed today by the National Commission on Teacher Education and Professional Standards (NCTEPS).

The Commission, a unit of the National Education Association, in a statement commenting on reports of a teacher shortage in many parts of the nation, called on local and state school officials to take advantage of a great reservoir of qualified teachers who are not presently teaching.

For example, the Commission points out that there is a "vast, uncounted pool of teachers who are wives and mothers" with recent college degrees and training for teaching.

Others are Peace Corps returnees, unemployed 1966 graduates of Negro colleges, National Teacher Corps trainees, and vigorous retired teachers.

Still another source of teacher supply, the Commission adds, are talented liberal arts college graduates who could be attracted into internship programs.

But the Commission warns against the employment of unqualified teachers to meet a teacher shortage crisis and comments that such practices only tend to worsen the problem because "low standards drive intelligent and talented people away from any field."

The Commission said much can be done to meet the teacher shortage problem without lowering standards and a good first-step "should be for school districts to make an immediate broad search for qualified teachers," adding:

(More)

"Local teachers associations, through their committees on teacher education and professional standards, can provide the initiative and the manpower for such a search."

The Commission warned further that "drawing from the untapped sources of teacher supply" only serves to meet the immediate problem.

What's needed, the Commission asserts, is a long-range action program "if the problem is not to recur year after year, varying only in intensity."

# # #

9/9/66

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FOR IMMEDIATE RELEASE

How Good Are Your Schools?
NEA Offers Evaluation Plan

WASHINGTON, D. C., Sept. 8--The National Education Association today announced it is making available to the nation's school systems a revolutionary self-evaluation project aimed at measuring the strengths and weaknesses of their total educational programs.

The far-reaching project, which is being offered as a voluntary precision tool to local school systems to x-ray their excellence--or lack of it--has been forwarded to NEA's 8,000 local teacher association affiliates all over the nation.

The announcement came as millions of the nation's school children went to their classrooms in the biggest back-to-school week in the nation's history.

A comprehensive checklist covering 124 facets of a school system operation, deemed crucial to its overall quality, is contained in a document--Profiles of Excellence: Recommended Criteria for Evaluating the Quality of a Local School System.

Published by NEA's Professional Development and Welfare, (PD&W), Profiles was four years in the making.

In commenting on the bold school evaluation program, Cecil J. Hannan, assistant executive secretary for PD&W, said:

"Profiles is an instrument school professionals can use to analyze in depth strengths and weaknesses of their own school systems, and to point the way to suggested improvements," adding:

"This self-analysis by school personnel is regarded as a first-step in a long-range nationwide program for upgrading quality which would eventually require public support for implementation."

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Hannan pointed out that the document is not intended to serve as an accrediting instrument nor as a means of comparing one school system with another.

Pre-tested for practicality last year by 11 teacher associations in various parts of the country, the 126-page self-study instrument covers nine major areas essential to the functioning of any school district. They are:

Educational program, administrative operation, staff personnel policies and procedures, professional compensation, conditions of professional service, the school plant, the board of education, district organization, finance and business administration, and the local professional education association.

The section on conditions under which teachers teach includes academic and personal freedom, assignments, work loads, policies on class interruptions and discipline, lunch periods, clerical help, work rooms and faculty lounges.

Eight categories pertaining to the section on the board of education range from how board members are selected and oriented to the board's methods of operation, responsiveness to community, ethical standards and dealings with staff.

To help the document's user determine how the school system rates on each of the 124 items, descriptions of "inferior" and "superior" practices are appended to each item. There is the choice of rating the practice of the actual school system under study as inferior, below average, average, above average, or superior.

In addition, the document user is provided space following each of the 124 items under the heading called "Action to Close the Gap" (where he has rated actual practice as less than "superior") to write in his own specific recommendations for improvement in that category.

As an example, inferior schools may provide no statement of educational goals, or have one that is obsolete, or one that has been imposed upon the staff. Superior schools provide clearly worded statements of their philosophy in cooperation with school board and staff, Profiles states.

(More)

NEA Offers School Evaluation Plan

Local associations where Profiles was pretested in 1965-66 with generally favorable results are: Boise, Idaho; Champaign, Ill.; Hackensack, N.J.; Memphis, Tenn.; Nashua, N.H.; North Haven, Conn.; Tucson, Ariz.; Bellevue, Washington; Rochester, N.Y.; Warren, Mich.; and Columbus, Ohio.

General comments from some local associations that were pretested follow:

"I cannot see how any school district or association can refuse to use this instrument. Once used and with continuous follow-up this can do a great deal to upgrade our schools and our profession," said a local association official.

"If we use this as a guide in improving our system I feel that we will benefit since we will evaluate both our good and bad qualities," commented another.

Many NEA departments and units have cooperated in developing Profiles. In addition, drafts of the document have been sent to recognized experts in school operation, including U.S. Office of Education officials, college and university professors, practicing administrators, and state and local association personnel all over the nation.

Jack H. Kleinmann, who heads NEA's newly created Division of Special Services, has been in charge of the project since its inception. He served in both NEA sponsoring units, first as salary consultant in PD&W and later as assistant director of the Research Division.

# # #

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FOR IMMEDIATE RELEASE

Briefs from the "NEA Journal"

NEA-ATA Unification;
Major Step Toward Unity

WASHINGTON, D. C.--The 62-year-old American Teachers Association (predominantly Negro) and the National Education Association last June joined hands and took another major step toward uniting the teaching profession.

The long, sometimes rocky, many times frustrating history of the NEA-ATA merger is reviewed by Walter N. Ridley, president, Elizabeth City (N. C.) State College, in the September issue of the NEA Journal, official publication of the Association. Ridley was secretary of the Joint NEA-ATA Committee for 21 years and an officer of the ATA for 25 years.

The formal signing took place under a spotlight in a darkened, hushed auditorium at Miami Beach during the NEA Convention. As the executive secretaries of both powerful associations signed the document that was to join their memberships, several thousand educators, Negro and White, sang "Glory! Glory, Hallelujah! -- His Truth is Marching On."

"Now that the signatures have been affixed to the documents, sealing the unification of the two organizations, it remains for teachers everywhere to stand firm on behalf of professional unity. Outstretched hands must extend on all sides if this unity is to become a reality," Ridley concludes.

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WASHINGTON, D. C.--How went the battle to get negotiating rights during the 1965-66 school year? Eleven states voted 176 association victories, and 29 voted to follow the union, according to a report in the September issue of the NEA Journal, official publication of the National Education Association.

These figures, compiled by the NEA's Division of Urban Services, proves that teachers are showing a strong preference for the independent association as their negotiating agent, the report discloses.

# # #

Teacher Certification--
Past, Present, Future

WASHINGTON, D. C.--Teacher certification--despite the fact that it has contributed measurably to the upgrading of academic and personal qualifications of teachers and administrators--is as popular as taxation and about equally in need of reform.

The present state of certification, and future possibilities, are surveyed by Don Davies, executive secretary of the National Commission on Teacher Education and Professional Standards (NCTEPS) in the NEA Journal, official publication of the National Education Association.

Following a teacher's account of her frustration with certification red tape--including the fact that she is currently teaching a course to groom a future teacher while she herself is not certified in the state in which she is teaching--Davies reviews the current activities in certification. Leadership is coming from many sources, Davies writes, and certification procedures have been simplified.

While some progress has been accomplished, he suggests that the following goals should be attempted for each state within the next decade: A legally recognized, broadly representative professional certification board; The approved-program idea

(More)

practiced in letter and spirit; Universal reciprocity in certification based on NCATE accreditation; Elimination of all discriminatory special course requirements for initial certification; Strengthened state department of education staffs in teacher education and certification; Application of computer technology to assure that the certification process is operated as efficiently and economically as possible; Provision for individuals to demonstrate teaching competence in a variety of ways such as an examination in lieu of a course.

# # #

Learning Thrives in Wonder World
of Tucson Elementary School

WASHINGTON, D.C.--"Golly! School is just a wonder storm," according to one of the wide-eyed youngsters in Mona Dayton's Tucson, Arizona, first grade classroom. The sheer joy and wonder of living and learning is the core of Mrs. Dayton's teaching philosophy which she describes in an article in the September issue of the NEA Journal, official publication of the National Education Association.

Step one in the care and intellectual feeding of a child is to develop in him a positive self-concept, writes the winner of the 1966 National Teacher of the Year Award. When Johnny becomes aware of his own ability to succeed, his desire to reach even greater heights is established. Next, this imaginative educator encourages the child to observe carefully, communicate (frequently poetically), and record.

She describes one charming incident in which young Brian accidentally mixed red and blue paint which resulted in a blob of purple. When Janie separated the two colors, failing to get purple, Brian showed her how to mix the paints for the desired effect. "Oh-h-h. You mean red and blue and me make purple." To which Mrs. Dayton responds, "Well, that's it. Children and life and a teacher make learning."

# # #

(More)

WASHINGTON, D. C.--Helping a child become aware of his own identity and importance may be the magic ingredient in teaching culturally disadvantaged children.

An experiment based on this premise is reported in the September issue of the NEA Journal, official publication of the National Education Association. The idea is based on the assumption that children can make progress in school in spite of deprived conditions at home.

Lessie Carlton and Robert H. Moore describe a program initiated in a Joliet, Ill., elementary school, made up largely of Negroes, where the self-concept and self-directive dramatization techniques were used. The Joliet teachers encouraged the youngsters to read books of their own choosing. Then small groups put on dramatizations of what they read.

Results of the experiment included improvement in the children's reading abilities and in their relationships to strangers and adults.

# # #

Faculty Changes Places With Students
To Learn Better Teaching Methods

WASHINGTON, D. C.--A group of teachers put themselves on the other side of the podium recently and guess what happened? Some fell asleep; some wrote personal letters; others were just plain bored.

This all took place during a special NDEA Summer Institute for high school teachers of geography, and the story of the teacher-pupil switch is reported in the current issue of the NEA Journal, official publication of the National Education Association.

When these teachers found themselves sitting in the students' place, they discovered the difference between a boring lecture and a highly stimulating one. They rediscovered the importance of a close teacher-pupil relationship. Probably the most important discovery is summed up by the author of the article, Elizabeth Edwards, who concluded:

(More)

Faculty Changes Places With Students
To Learn Better Teaching Methods

"I can't just say to myself 'Well, it doesn't matter. They (students) aren't capable of learning anyhow.' Instead, I am forced to ask myself, 'And what have you done lately to make them want to learn?'"

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Teachers in Favor
of Federal Spending

WASHINGTON, D. C.--An overwhelming number of the nation's teachers believe that federal funds spent on education are showing favorable results, according to the Research Division of the National Education Association.

A Teacher-Opinion Poll in the NEA Journal, the Association's official publication, disclosed 95 percent of the teachers surveyed described the influence of the new federal education laws as desirable. About two-thirds of them said that the school system in which they teach has been affected, and more than half believed these funds were having an effect in the individual school.

Although about one-fourth of the teachers did not believe federal funds had made any appreciable difference in their school systems, this number included those in areas that had not received or requested these funds.

Though there was some minor geographical differences of opinion, "the percentage of teachers who describe these influences as desirable was consistently high in each of the four regions," the poll indicates.

###

Teachers Still Talking About:
Up The Down Staircase

WASHINGTON, D. C.--More of Bel Kaufman and her celebrated book, Up the Down Staircase, appears in the September issue of the NEA Journal, the official publication of the National Education Association.

In an interview with Journal Editor Mildred S. Fenner, the teacher-author from New York City discusses her book--particularly reactions and comments received from teachers across the country.

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9/1/66